

**THE INFLUENCE OF USING PICTURE SERIES MEDIA TOWARDS
STUDENTS' READING COMPRHENSION IN NARRATIVE TEXT
AT THE FIRST SEMESTER OF GRADE EIGHT OF SMPN 3
KOTABUMI IN THE ACADEMIC YEAR OF 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

META RAHANDA

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Study Program : English Education

Advisor : Meisuri, M.Pd

Co-Advisor : M. SayidWijaya, M.Pd



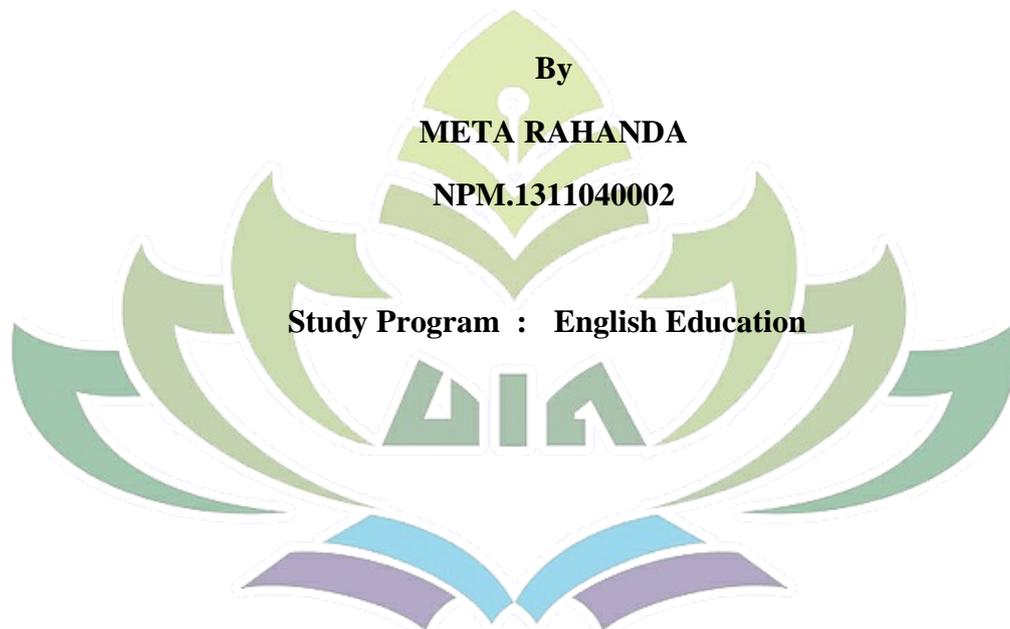
**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG**

2021

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ABSTRACT

THE INFLUENCE OF USING PICTURE SERIES MEDIA TOWARDS STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMPN 3 KOTABUMI IN THE ACADEMIC YEAR OF 2019/2020

By

META RAHANDA

The objective of this research was finding out whether or not there was significant influence of picture series media towards students' reading comprehension of narrative text at the first semester of the eighth grade of SMPN 3 Kotabumi in academic year 2020/2021. Reading comprehension is the ability to get comprehension, including to recognize the unfamiliar words or sentences in the text. Picture series is one of media that uses some pictures related to the story given. These picture has function to describe the story. It is an appropriate media to be taught in Junior High School level to open up their mind widely by reading passage.

There were two variables in this research, the independent variable was the word picture series media (X) and dependent variable was the students' reading comprehension (Y). The research methodology in this research was Quasi experimental design with experimental and control class. The population of this research was the eighth grade of SMPN 3 Kotabumi. In determining the sample of research, the researcher used cluster random sampling technique. The samples of research were 2 classes VIII B consisted of 34 students while in VIII C consisted of 34 students. In collecting the data, there were pre-test and post-test instrument. After giving the post-test, the researcher analyzed the data of research.

From the result, it was obtained that t-count was higher than t-critical ($4.33 > 1.67$). Therefore, there was significant influence of picture series media towards students' reading comprehension of narrative text at the first semester of the eighth grade of SMPN 3 Kotabumi in academic year 2020/2021.

Keywords: *Picture Series Media, Reading Comprehension, Narrative Text.*

DECLARATION

I hereby declare that this thesis entitled, “An Analysis Students’ Error In Constructing Verbal Sentence in Simple Present Tense In Descriptive Paragraph Writing At The First Semester Of Seventh Grade Of MTs NU Biha Pesisir Barat” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, Oktober 2020

Declared by,

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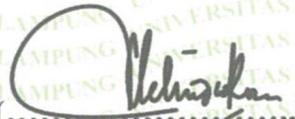
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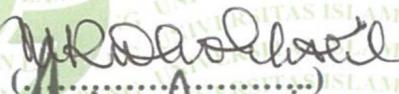
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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the pen and that which they write (therewith)” (QS. Al-Qalam :1)¹



¹ Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, New Edition Revised Translation, Commentary and Newly Compiled Comprehensive Index, (Riyadh: Amanah Publication, 2005), p. 450.

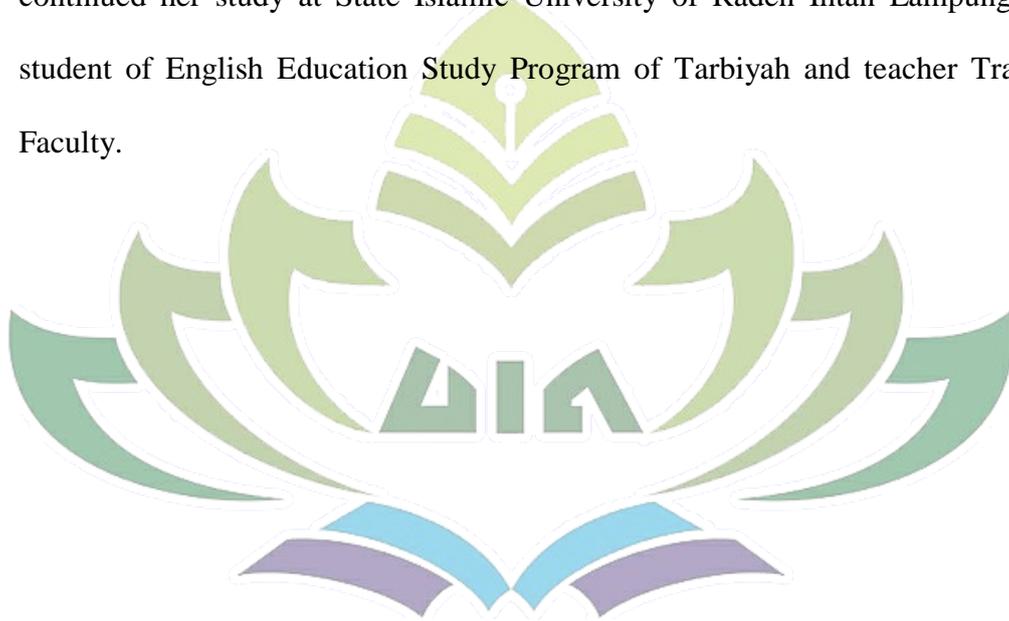
DEDICATION

1. My Greatest heroes in my life, My beloved Parents Mr. Ohan and Mrs. Herlina Sophia, who always pray to me, give the support and motivation to me.
2. My young sister is Shabila Nurhasanah who also gives support to me.
3. My almamater State Islamic University Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Meta Rahanda. Her nickname is Meta. He was born in Kotabumi, May 25th, 1995. She is the second sister of Mr. Hamidi and Mrs. Merida. She began her study at SDN 3 Tanjung Aman and graduated in 2007. After that, she continued his study at SMPN 7 Kotabumi Lampung Utara and graduated in 2010. After he finished from junior high school, continued her study at SMAN 1 Kotabumi Lampung Utara and graduated in 2013. Then, he continued her study at State Islamic University of Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and teacher Training Faculty.



ACKNOWLEDGEMENT

In the name of Allah, the Almighty, the most beneficent and the most merciful, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

This thesis is presented to the English Education Study Program of State Islamic University Raden Intan Lampung in order to submitted as compulsory fulfillment of the requirements for S1 degree.

The researcher would like sincerely thank to the following people for their ideas, times, guidances, and support for this thesis:

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, Oktober 2020

Meta Rahanda



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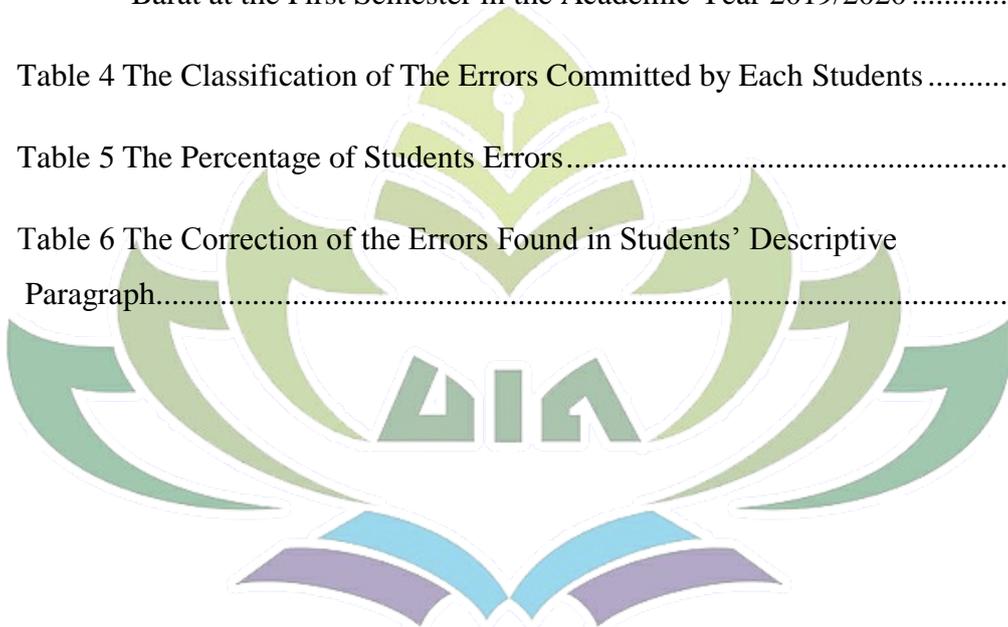
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CHAPTER I INTRODUCTION

A. Background of Problem

In learning English there are four skills that should be mastered by the students. Those are listening, speaking, writing and reading. Reading is the important skill which must be learned and mastered by everyone. Reading enables students to open up wide world and comprehend any kind of texts. It is a must for students to master reading, because without mastering reading they will get difficulties in comprehend any written texts.

According to Pang reading is about understanding written texts. It is a complex activity that involves both perception and thought.¹ It means that reading can be defined as understanding written texts. It is also the complex activity both in thinking and delivering information that found in the passage/text. Someone who reads must be able to deliver meaning or comprehension, so that the activity of reading can be meaningful.

Reading is also something crucial and be needed for students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor, they will have difficulties in making progress in their study. In other words, if they have a good ability in reading, they will have a better chance to succeed in their study. As Patel & Jain state that reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, again and

¹ Pang S Elizabeth, *Teaching Reading*, (Singapore: IBE Publications Unit, 2005), p.6.

understanding of the foreign culture.² It is clear that reading could have positive effect to the students' skill in educational field and another aspects of life.

Patel & Jain added that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language³. It means that by reading we can relax, interact with feeling and thoughts, obtain information and improve the scientific knowledge.

The ability to comprehend and recognize each word and its meaning is called reading comprehension. It supported by Pang that reading consists of two related process: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.⁴It means that there are two processes in reading comprehension. Firstly is word recognition. It is how the reader recognize the words in the text including understanding the written symbols in the text. Secondly is comprehension. It is the ability of a reader to comprehend words, sentences, and then connected it into his/her knowledge.

Learning to read is an important educational goal. For both children and adults, the ability to opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy littarature, and do everyday things that are part of modern life, such as reading the newspapers, job listings, instruction manuals, maps, and so on.⁵It means that reading is important in this modern era. It is because most all of the things in written needs reading ability such as to read newspaper, instructions in many tools,etc.

² Patel and Jain Praveen, *English Language Teaching: Methods, Tools, and Techniques*, (New York: Sunrise Publishers,2008), p.113.

³*Ibid*, p.114

⁴Pang S Elizabeth, *Op.Cit*.p,6

⁵*Ibid*.

In teaching English especially reading, the teacher should be able to create a relaxed situation in the class. Reading can provide the students' message information given in the form of written text. In relation to this, Nunan states that reading is usually conceived of a solitary activity in which the reader interacts with the text in isolation⁶. It means that reading is the activity of a reader to have interaction with the text in isolation. A reader who reads must be connected with the text, so that the content of text could be understood and comprehend well.

Teaching reading for non-native speaker is quite hard. They need to be taught effectively by using strategy, technique or even through media. A good teacher must know the students' need and how to manage the class. According to Pang for non-native speakers of a language, word recognition ability must match their oral language development. Teaching word recognition skills is an important first step. The second step is to ensure that students can develop speed and ease in recognizing words and reading connected text.⁷ It means that teaching word recognition is the first thing that should be taught by the teacher for non-native speakers, after that teacher can ensure the students' speed in reading and their comprehension of the fulltext.

Based on preliminary research, the researcher found some problems faced by the students at the eighth grade of SMPN 3 Kotabumi, North Lampung. The students got some problems with their reading activities and still had difficulties in comprehending reading texts. Besides, their ability in learning English, especially reading comprehension on narrative text was still low because they were not able to comprehend the text well and they were still confused about what the gist of the text is. Most of the time, they ended up

⁶ Nunan David, *Language Teaching Methodology*, (Cambridge: University Press, 1981), p.43.

⁷ Pang S Elizabeth, *Op.Cit.*, p.11

getting stressed out because they had a hard time to understand what they read and also lack of vocabularies. In other words, they did not know what they had read.

Based on the students' problems above, it can be concluded that the students have difficulties to comprehend the text. Their ability were still low in case of comprehending the narrative text. It consumed much times to understand the reading text. The students need longer time to catch the meaning of each vocabulary and connected it into their mind.

The researcher got the result of preliminary research by interviewing English teacher at the eighth grade of SMPN 3 Kotabumi. The teacher said that the students have difficulties in comprehend the text, especially in narrative text. Because in narrative text there is an imaginative story, therefore students hard to relate the story to the fact. It makes them hard to comprehend the text. The teacher also said that the students' reading ability score can be said low, because the students who have passed the minimum mastery criteria are lower than the students who did not pass the criteria. Below the students' score of reading comprehension at the eighth grade of SMPN 3Kotabumi:

Table 1
The Students' Score in Reading Comprehension of the Eighth Grade at SMPN 3 Kotabumi, North Lampung in Academic Year of 2018/2019

No	Class	Score		Total
		<75	≥75	
1	VIII A	23	9	32
2	VIII B	21	13	34
3	VIII C	21	13	34
Total		65	35	100
Percentage		65%	35%	100%

Source: The Score Data of Reading Comprehension at the Eighth Grade of SMPN 3 Kotabumi in 2018/2019.

Based on the data above, it can be seen that there are 3 classes of the eighth grade namely VIII A, B, and C. In first class, there are 29 students with 11 who have passed the criteria and 18 who did not pass the minimum mastery criteria. In second class, there are 30 students with 10 who have passed the criteria and 20 who did not pass it. In the last class, there are 29 students with 10 who have passed the minimum mastery criteria and 19 who did not pass it. It means that the total of students from 3 classes are 88. The percentage of students who have passed the minimum mastery criteria is 35.2% while the students who did not pass the criteria is 64.8%. From this result, the researcher concludes that the students have difficulties in mastering reading comprehension.

To support the result of interview with English teacher, the researcher also interviewed some students at the eighth grade of SMPN 3 Kotabumi. It was held on Monday, November 4th, 2019. The researcher took some samples in interview about the difficulties in reading comprehension. There were 3 classes, each class had 4 students to be interviewed. So, there were 12 students who had been interviewed. It was aimed to support the interview result from the teacher, that was why no need to interview all of students at the eighth grade of SMPN 3 Kotabumi.

There were the list of questions which related to their excitement of reading and their problems in reading comprehension. Most of students said that actually they like English lesson it depends on how teacher manage the students. The students said that the way of teaching was monotonous. It caused them bored to follow the lesson. The students also said, they have difficulties to comprehend the text, especially narrative because they found unfamiliar words. Last but not least, all of these problems resulting them hard to answer questions in reading text because they have lack of comprehension.

Based on the result of preliminary research both from interview with English teacher and some students, the researcher concludes that the students at the eighth grade of SMPN 3 Kotabumi have difficulties in reading comprehension and they hard to answer reading questions. As we know, most of reading text in educational field provides some questions in order to measure reading comprehension.

Due to these problems, the researcher applied a strategy in teaching reading comprehension by using media. There are so many media which can be used in teaching reading comprehension, one of them is picture series. According to Wright pictures have been used for centuries to help students' understand various aspects of foreign languages. The picture have motivated the students, made the subjects they are dealing with clearer, and illustrated the general idea.⁸It means that pictures can be used in many aspects of teaching including in teaching reading comprehension. It helps the students understand the various aspects of foreign language.

Pictures can be used in all aspects of teaching, but pictures have a major role to play in development of listening and reading skill. As Wright states that picture have a major role to play in the development of students' skills in listening and reading. There are two reasons in particular for this: (1) the meanings we derive from words are affected by the content they are in: pictures can represent or contribute much to the creation of contexts in the classroom (2) it is often helpful if the students can respond to a text non-verbally: pictures provides an opportunity for non-verbal response.⁹ It is clear that pictures have positive effect to the teaching-learning reading.

⁸ Wright Andrew, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p.136
⁹*Ibid.*

According to Heuberneur picture series is one way of media to help the students understanding in reading and motivating them to read especially in English text. Picture series is one of the visual aids that are used by the teacher in teaching and learning process. If properly used picture series, maps, chart, will certainly make the reading lesson more interesting, more colorful, and more effective.¹⁰It means that picture series is a strategy which provides media picture in teaching. It makes the lesson of reading more interesting and effective.

Based on explanation above, it can be concluded that picture series is one of media that could help students to get better comprehension in reading, because it provides the series of picture. The picture series could also motivate the students in reading, it makes them more interesting to read and the text or story would be understood clearly. Picture series can be used by the teacher in teaching and learning reading comprehension as an effective media.

Furthermore, Wright states that picture series are the most suitable known the language. Picture series contributes; interest and motivation, a sense of the context of language, and a specific references point and stimulus.¹¹It is clear that picture series is suitable to be taught in order to motivate and encourage students' interest in learning. It also provides a sense of the context of language, as reference and stimulus for students.

The teacher should construct suitable media to get success in teaching learning process. One of media in reading is using picture series. By implementing picture series, it was expected to be able to attain the reading skill. Picture series helps students to get better comprehension, because they read a story and also there are picture series. So,

¹⁰ Heuberneur, *How to Teach Foreign Language Effectively*, (New York: NY University Press, 1965), p.8

¹¹ Wright Andrew, *Op Cit*, p.2

the combination between text and picture will help the students to comprehend the text well. In this case, the researcher chooses to use picture series to overcome students' problem in reading comprehension, especially in narrative text.

Narrative text is a kind of text which has function to amuse, to entertain and to deal with actual experience in different ways.¹² It means that narrative text is a text which aims to entertain the reader through story. The example of narrative text such as; sangkuriang, roro jonggrang, etc. In this research, narrative text has been chosen based on the students' problem in reading comprehension and it is also available on syllabus at the eighth grade.

There are some previous studies related to the use of picture series. These studies can be used as reference for further researcher. The researcher reads previous study in order to see the effectiveness of picture series in reading comprehension. The first study conducted by Nurhayati entitled "Using Picture Series to Inspire Reading Comprehension for the Second Semester Students of English Department of IAIN Tulungagung".¹³ The result of this study was good which means there was an improvement of students' reading comprehension before and after the treatment of picture series.

The second study conducted by Jusmini entitled "Using Picture Series to Improve Students Reading Comprehension of the First Year of Senior High School 1 Bunggoro".¹⁴ The findings of this study shown that picture series in teaching reading comprehension was effective and made the students more interesting in learning. The third study

¹² Pardiyono, *Bahasa Indonesia*, (Bandung: CV Andy Offset Company Inc, 2007), p.62

¹³ Astuti Dwi, Nurhayati Wahyu, *Using Picture Series to Inspire Reading Comprehension for the Second Semester Students of English Department of IAIN Tulungagung*, A Journal of Dinamika Ilmu Vol.14 No.2 December 2014, Available on <https://14-903-1-PB.pdf>

¹⁴ Jusmini, *Using Picture Series to Improve Students Reading Comprehension of the First Year of Senior High School 1 Bunggoro*, A Thesis of English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of Makassar, 2017, Available on <https://mini.pdf>

conducted by Kamalia entitled “The Use of Picture Series to Improve Students’ Ability in Reading Narrative Text in the Eighth Grade of SMPN 3 Pringapus Satu Atap in the Academic Year 2015/2016”.¹⁵ The result of this study can be concluded that the use of picture series is successful to improve the students’ reading comprehension especially for the narrative text.

From the previous studies above, the researcher concludes that the use of picture series is effective in teaching reading comprehension. That was why the researcher also wanted to conduct a research by using picture series in different case. There were differences between this research and previous studies. The previous studies aimed to improve the students’ reading comprehension by using picture series, they were conducted the research by using some cycles and each cycles provided different material in order to measure the improvement of students’ reading comprehension. It had differences to this research, because in this research the researcher was only focused to find out whether or not there was significant influence of picture series to the students’ reading comprehension in narrative text. It means that this research was not totally aimed to improve the students’ reading comprehension but just wanted to know and see the influence of picture series towards students’ reading comprehension.

Reffering to the background of problem above, the researcher found out the answer of whether or not there was an influence of picture series towards students’ reading comprehension. Therefore, this research entitled “The Influence of Using Picture Series Media towards Students’ Reading Comprehension in NarrativeText at the First

¹⁵ Kamalia Niken, *The Use of Picture Series to Improve Students’ Ability in Reading Narrative Text in the Eighth Grade of SMPN 3 Pringapus Satu Atap in the Academic Year 2015/2016*, A Graduating Paper of IAIN Salatiga, 2016, Available on <https://skripsi-niken.pdf>.

Semester of the Eighth Grade of SMPN 3 Kotabumi North Lampung in the Academic Year 2020/2021.”

B. Identification of the Problem

Based on the background of the problem, the researcher identified some problems as follows:

1. The students have difficulties in reading comprehension.
2. The students found difficulties in getting the information of required reading text.
3. The students often found unfamiliar words, so that they cannot recognize it.
4. The teacher needs the suitable media in teaching reading.

C. Limitation of the Problem

In this research, the researcher limited the problem only on the influence of using picture series to the students reading comprehension, especially in narrative text.

D. Formulation of the Problem

Based on the background above, the researcher formulated the formulation of problem in the following question: “Is there a significant influence of using influence of using picture series towards students’ reading comprehension in narrative text at the first semester of the eighth grade of SMPN 3Kotabumi in the Academic Year of 2020/2021.

E. Objective of Research

The objective of the research was to know whether or not there was a significant influence of using picture series towards students reading comprehension in narrative text

at the first semester of the eighth grade of SMPN 3Kotabumi in the academic year of 2020/2021.

F. Significance of Research

The significance of this research are as follows:

1. For theStudents

By using picture series, it is hoped that the students are more interested and motivated in learning English especially in reading narrative text.

2. For theTeacher

By using picture series the teacher can improve their creativity in teaching process so that the goal of learning can be achieved, especially to teach writing narrative text.

3. For theSchool

It is expected that this research can be provide useful input in improving the quality of learning in the school.

G. Scope of Research

1. Subject ofResearch

The subject of this research was the students at the first semester of the eighth grade of SMPN 3 Kotabumi in the academic year of 2020/2021.

2. Object ofResearch

The object of this research was the students' reading comprehension especially in reading narrative text.

3. Time ofResearch

This research was conducted at the first semester of SMPN 3 Kotabumi in the academic year of 2020/2021.

4. Place of Research

This research was conducted at SMPN 3 Kotabumi which located on Jl. Wredatama No.56B, Tj.Aman Kotabumi, North Lampung regency, Lampung 34515.



CHAPTER II REVIEW OF LITERATURE

A. Teaching English as a Foreign Language

Many people use language to communicate to one another in their daily life. It is also used to express someone's opinion or ideas that have been transferred and arranged into messages by using language. Teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something that learned.¹⁶It means that teaching is the process of transferring knowledge to other people. It can inferred that language teaching is the process of helping someone to learn how to acquire the language that he or she wants to learn or she wants to learn or master it.

Mitchel & Myles define second language learning as “the learning of any language to any level, provided only that learning of the second language takes places sometime later than the acquisition of the first language”. In other word, second or foreign language is any languages other than the learner's native language or ‘mother tongue’.¹⁷ It means that foreign language is another language than learner's native language. It is a second language for them, so it needs a process of learning because it is not learner's mothertongue.

According to Nurhayati, *et.al* learners of EFL study English for different purposes: passing the examination, career development, persuing their education, etc. In most countries, English as a foreign language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and juniorhighschools.Inthelowerlevels,suchasinelementaryschoolandkindergarten,

¹⁶ Brown H Douglas, *Principles of Language Learning and Teaching*, (London: Longman,2000),p.7

¹⁷ Mitchel Rosamond & Myles Florence, *Second Language Learning Theories*, (United Kingdom: University of Essex, 2001),p.11.

English is not a compulsory subject, it can be taught to the students as the local content subject.¹⁸ It means that in Indonesia, EFL learners learn English since their in the lower grade of school even it is not the main subject. But in high school it is a compulsory subject for them. Learning EFL has some purpose such as to carrer development, enriching knowledge, or passing examination.

English generally has been learnt by the students since they were in the basic level of education. In Indonesia, English is taught as a foreign language. Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies us such language. Teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.

Based on the explanation above, it can be inferred that teaching English as a foreign language is the process of helping someone to learn English which is neither the language that she/he uses as her/his mother tongue, the second language which she/he uses in her/his daily life for communication that influenced by ideas on the nature of English and the learning conditions.

B. Reading

1. Definition of Reading

Reading is a skill to read printed or written word, then could making sense and delivering meaning from it. Someone who reads the passage must be able to deliver the meaning correctly. According to Linse reading is a set of skills that involves making senseandderivingmeaningfromtheprintedword.Inordertoread,wemustbeableto

¹⁸ Nurhayati Lusi, Supriyanti Nury, & Anita Triastuti, *TEFL Methodology: Teaching English as Foreign Language Methodology*, (Yogyakarta: Universitas Negeri Yogyakarta, 2008), p.3-4

decode (sound out) the printed words and also comprehend what we read.¹⁹ It means that reading is about how a reader able to decode and comprehend the passage. So that a reader would not only read the passage, but also comprehend and able to derive meaning.

Linse added that as a teacher of young learners, it is helpful to ascertain what reading concepts children have acquired in their native language so you can assist in the transfer of the relevant skills from the first language to the second language literacy.²⁰ It means that in reading, the EFL learners must be taught effectively so that they will be easy in understanding the context of text.

The receptive written language skill is called reading. It is the skill of the reader a group of readers to interpret information transferred by a writer. Reading is a process which done by the reader to get the information from printed words or written symbols. Furthermore, by reading also the students can understand the writer means.

Reading is an exercise dominated by the eyes and the brain, it can be understood that the eye receive messages and the brain then has to work out the significance of these messages.²¹ It means that reading is essentially about understanding; that readers will understand texts that they read by constructing a meaning for themselves, and that writers will try to ensure that their readers are able to understand what they write.

Based on theories above, the researcher concludes that reading is the process of read something in written case and build meaning. Reading can be a key to achieve the goal of teaching learning especially in English language learning. Reading activities should stress on reading for comprehension rather than exact decoding of words. On the

¹⁹ Linse T Caroline, *Practical English Language Teaching Young Learners*, (New York: McGraw-Hill Companies, Inc, 2005),p.69

²⁰*Ibid.*

²¹ Harmer Jeremy, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1991),p.210

other hand, it is particular way in which you understand a book, situation, etc. it could be concluded that reading is a process which is done by the reader to get information and understand the writer means in printed words or written symbol.

2. Types of Reading

Generally, there are two types of reading namely intensive and extensive reading. To get maximum benefit from reading, students need to be involved in both extensive and intensive reading. Whereas with the former of teacher encourages students to choose for themselves what they have read and to do so for pleasure and general language improvement. Below the types of reading:

1. IntensiveReading

Intensive reading is reading shorter text to extract specific information. It occurs when students focus on the language rather than the text. The activities that found in this way are finding main idea, making inference, identifying words that connects one idea to another, for example reading newspaper, magazine, or identifying grammar on the text. In intensive reading there are some roles of teacher as follows:

a. Organiser

We need to tell students exactly what their reading purpose and give them clear instructions about how to achieve it, and how long they have to do this.

b. Observer

When we ask students to read on their own we need to give them space to do so. While students are reading we can observe their progress since this will give us valuable information about how well they are doing individually and collectively.

c. Feedbackorganiser

When our students have complete the task, we can lead a feedback session to check that they have completed the task successfully. We may start by having them compare their answers in pairs and then ask for answers from the class in general or from pairs impartial.

d. Prompter

When students have read a text we can prompt them to notice language features in that text. We may also as controller, direct them to certain features of text construction, and clarifying ambiguities.

2. ExtensiveReading

Extensive reading refers to reading which students do often away from the classroom. Readers deal with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for ones' own pleasure. This is a fluency activity, mainly involving understanding. Example: reading a newspaper, article, short story or novel. It is because students should be allowed to choose their own reading texts, following their own likes and interests, they will not all be reading the same text at once. For this reason, and because we want to prompt students to keep reading, we should encourage them to report back on their reading in a number of ways.²²

From the explanation above, the researcher concludes that there are two types of reading. They are intensive and extensive reading. In intensive reading, students may be given specific instruction when they are reading, while in extensive reading students may be allowed to choose their own reading text it will help them to develop their reading knowledge. Teacher will only ask them to report what they have read.

²² Harmer Jeremy, *Op. Cit*, p.211-213

3. Purpose of Reading

Reading is the process to understand a text or a passage. The purpose of reading is to catch idea or information in paragraph text. The primary target in reading is comprehension. According to Anderson below are the purpose of reading:

1. Reading for detail facts

This reading activity is aimed at knowing at the discoveries that have been done by a character or to solve the problems creates.

2. Reading for main ideas

This reading activities aimed at finding what the main topic of reading passage is.

3. Reading for sequence or organization

This reading activities aimed at knowing the sequence of event or story that happens in the text.

4. Reading for inference

This reading activities aimed at conducting the contexts contained in the reading passage.

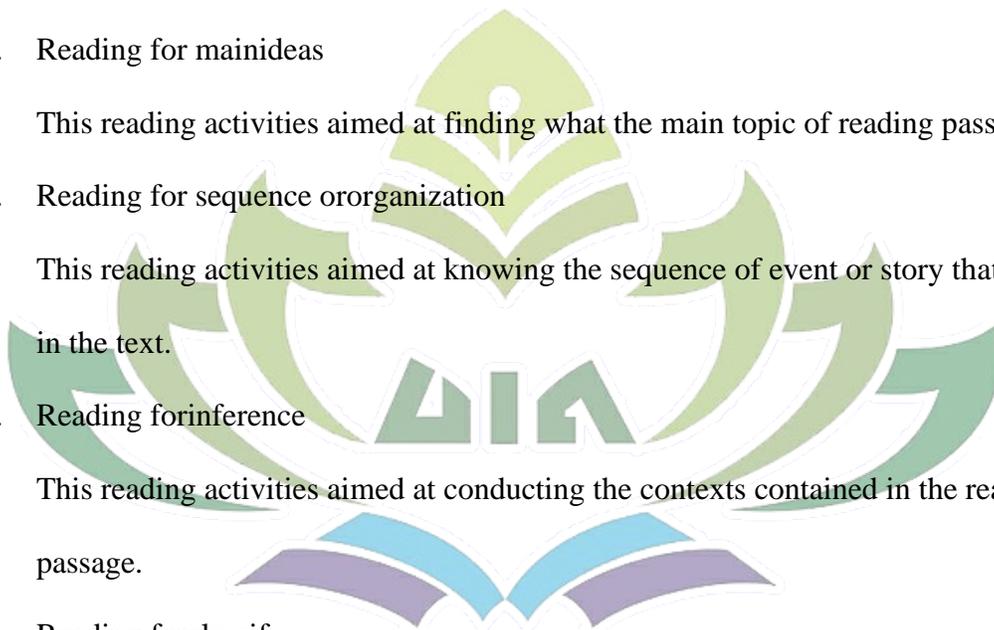
5. Reading for classify

This reading activities aimed at classifying the story in the text.

6. Reading to evaluate

This reading activities aimed at evaluating the contents of the text.

7. Reading to compare or contrast



This reading activities aimed at comparing between phenomenon on the text and real life.²³

Based on the points of reading purposes above, the researcher concludes that reading has specific purpose. It means that each text has it is own function. The reader will read based on what they want to know. If they want to read a text or passage about the sequence of event, then they should find and read the kind of reading text that has purpose for sequence or organization. But this case would be different to the learners or students. They often ask to identify what the purpose of a reading text given. The teacher would give them a text, then they will identify.

4. Teaching and Learning Reading

In teaching-learning process teacher should be able to create a good situation to attract students in knowledge transfer process from teacher to students in order to reach the goal of learning. In teaching reading there are many ways to reach the goal that is suitable with condition itself, it can make the students active in teaching and learning process.

A teacher needs specific strategy to teach reading in order to make students easier in receiving the material. Brown defines strategies as the specific methods of approaching a problem or task, modes and operation for achieving a particular end, planned designs for controlling and manipulating certain information. Strategies on other hand, vary within individuals from moment to moment as the specific problems and contexts change.²⁴ It means that teachers should provide strategy in teaching-learning reading, so

²³ Anderson, Howard & Graham, *Reading Achievement, Suspension and African American Males in Middle School*. Middle Grades Research Journal, Vol.2 No.2,p.43

²⁴Brown H Douglas, *Principles of Language Learning and Teaching*, (White Plains, New York: Pearson Education, 2007),p.119

that the material from moment to moment will be easy to deliver and the context will be easy to understand by students.

According to Karami reading strategies may be defined as the conscious, internally variable psychological techniques aimed at improving the effectiveness of or compensating for the breakdowns in reading comprehension, on specific reading tasks and specific contexts. The definition provided here highlights some aspects of reading strategies as follows:

1. They are conscious
2. They change from moment to moment
3. They are regarded as tactics (for attacking a problem)
4. Their use depends on the specific reading tasks
5. Context is a determinant factor
6. They are aimed at improving performance
7. They make up for the breakdowns in comprehension.²⁵

It means that in teaching-learning reading comprehension, teacher should focus on comprehension. Therefore, it can overcome students' problem in learning reading. The strategy that used by teacher should be specific and aim at improving students' performance of reading for the breakdowns in comprehension.

Huges states teaching reading must teach about; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making inferences.²⁶ It means that in teaching reading, the teacher must follow the instruction of teaching itself. They are; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making inferences. These must be teach by the teacher, because they are the indicators in comprehending a reading text.

²⁵ Karami Hossein, *Reading Strategies: What are They?*, (Iran: University of Tehran, 2008), p.5

²⁶ Hughes Arthur, *Testing for Language Teachers (2nd Edition)*, (Cambridge: Cambridge University Press, 2003), p.139

The goal of reading is comprehension, there are at least two aspects of teaching-learning reading that need to consider. The first is whether the learners learn reading for the first time, and the second is whether learners already have reading skills in the first language.²⁷ It means that if the learners are already able to read in their first language, what they need to learn further is how to transfer the reading skills to the new reading context and a new language.

There are some criteria are commonly used in measuring students' reading comprehension ability, they are:

1. Main idea(topic)
2. Supporting idea
3. Reference (the character/thepronoun)
4. Inference (implied detail/conclusion)
5. Vocabulary incontent.²⁸

It means that generally, there are five criteria to measure students' reading comprehension. In this research, the researcher follows these criterias of reading comprehension, they are: main idea, supporting idea, reference, inference, and vocabulary.

5. Principle of Teaching Reading

A principle is a concept or value that is guide for behavior or evaluation. It is such a rule that has to be or usually is to be followed, or can be desirably followed, or it is an inevitable consequence of something, such as the laws observed in nature of the way that system is constucted. In reading there also have principle. It allows students to evaluate

²⁷ Nunan David, *Op.Cit*,p.68

²⁸ Hughes Arthur, *Op.Cit*,p.140

something and to be followed, in order to make good comprehension in a reading passage. According to Brown below six principles of teaching reading:

1. Reading is not passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the picture the words are painting, understand the arguments and work out if we agree with them, if the readers do not do these, the readers only scratch the surface of the text and the readers quickly forget it.

2. Students need to be engaged with what they are reading

As with everything else in lesson, students who are not engaged with the reading text, not actively interested in what they are doing and less likely to benefit from it. When they really fired up by topic or the task, they get much more from what is in the front of them.

3. Students should be encouraged to respond to the content of a reading text

Students have to understand the content, the meaning, and the messages of the text. Teacher also should give more chances to students for expressing students' response towards the text.

4. Prediction is a major part of reading

Before the readers actually read, the readers must check the whole such as picture, table, headlines book cover and etc. The readers will get hints from them all, it will create prediction and guidance to read. Hence, students will get hints to predict what coming events.

5. Match the task to the topic

Teacher must take good reading tasks relating to the texts which the students are going to read. The most interesting text can be made really exciting with imaginative and challenging tasks.

6. Good teacher exploits reading text well

Good teacher integrate the reading text into interesting class sequence using topic for discussion and further tasks using the language for study and activeness.²⁹

It means that there are six principles of teaching reading. The principle in teaching reading such a goal in teaching reading. It is centrally a comprehension process. The important point is that comprehending text is related to the goal, it means that the teacher must teach it.

Furthermore, Nunan specify the principles of teaching reading as follows:

1. Exploit the reader's background knowledge
2. Build a strong vocabulary base
3. Teach for comprehension
4. Work on increasing reading rate
5. Teach reading strategies
6. Encourage readers to transform strategies into skills
7. Build assessment and evaluation into your teaching
8. Strive for continuous improvement as a reading teacher.³⁰

Based on these principles, the researcher concludes that the principle is such a rules which should be followed by both teacher and student. There is no effective learning without the engagement of teacher and students in the classroom. In other words, they should engage each other. The teacher gives instructions, then the students follow it. Furthermore, the teacher should know what the students' need or on what level they are. By knowing it, the teacher will be easier to apply the principles in teaching reading.

²⁹Brown H Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*. (New York: Pearson Education Company, 2001), p.69-70

³⁰ Nunan David, *Op.Cit*, p.74

C. Reading Comprehension

There is similar definition of reading and reading comprehension, but they have differences. In reading, possibly readers read for two purpose: for pleasure or to get information. But in reading comprehension, readers read must be in purpose that is to comprehend the passage or text. Reading comprehension is the process of eliciting and making meaning through interaction and involvement with written language.³¹It means that reading comprehension is the process of creating meaning after we have read written language.

Duke states that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experiences, information in the text, and the views of readers related to the text.³²It means that reading comprehension is not just about read written language, but it is about how to combine readers background of knowledge to the information found in the text. Readers should be able to combain it, therefore they can be said comprehend the text well.

Reading comprehension is a way to understanding or comprehend of the text that includes not only word reading, world knowledge or fluency, but by reading comprehension we can get information and wide insight from the text. is not only about how you read well which is related to the precision of pronunciation and loud voice.

³¹ RAND Reading Study Group, *Reading for Under-standing: Toward a Research and Development Program in Reading Comprehension*, (Santa Monica, CA: Office of Education Research and Improvement, 2002), p.230

³² Duke Narson, *Comprehension Instruction for Informational Text*, (Presentation at the Annual Meeting of the Michigan Reading Association: Grand Rapids, MI, 2003),p.1

However, reading comprehension itself is an activity that builds up the meaning of the text which can then be understood by learners and through their own language.

Torres & Constain defined more specifically about the differences between reading and reading comprehension. They state that reading is the process of identification, interpretation, and perception of written or printed material. Comprehension is the understanding of the meaning of written material involves the conscious strategies that lead to understanding.³³ It means that the process of reading deals with language form, while comprehension has to do with the final result, which deals with the language content.

Based on theories above, it can be concluded that reading comprehension is the essence of reading and the active process of constructing meaning from text. Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language process, such as basic reading, decoding, vocabulary, sensitivity to text structure, inferencing and motivation.

D. Concept of Narrative Text

1. Definition of Text

Text is a piece of language whose meaning is determined by linguistic rules. I define text as a semantic unit containing specific textual components, which makes it internally cohesive and functioning as a whole as the relevant environment for the operation of the theme and information system.³⁴ It means that text is a kind of written

³³ Nancy Gomez Torres & Jhon Jairo Avila Constain, *Improving Reading Comprehension Skills through Reading Strategies Used by a Group of Foreign Language Learners*, (Bogota, Colombia: A Journal of HOW 16 ISSN 0120-5927, December 2009), p.56

³⁴ Jan Ifversen, *Text, Discourse, Concept: Approaches to Textual Analysis*, (New York: Dover Books, 2003), p.60

language with specific purpose. Text follows the rules of textual components in order to make it understandable.

Emilia states that, text defined as words or phrases that are woven to create a unified whole or words or sentences woven together to create single whole. Text is complete unity of language and preferably from start to finish, if a text does not have complete organizational structure then the text will not clear.³⁵ It means that a text is meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.

Based on this explanation, the researcher concludes that text is written or printed work, regarded in terms of its content rather than its physical form. It is the main body of a book or other piece of writing, as distinct from other material such as notes, appendices, and illustration. A text is understood to be a piece of written or spoken material. It is any stretch of language that can be understood in context. It may be as simple as 1-2 words or as complex as a novel.

2. Types of Text

Based on generic structure and language feature dominantly used in, texts are divided into several types. They are recount, report, explanation, exposition, discussion, procedure, narrative, and new story. According to Emilia, there are many kinds of genre (text type). They are:

a. Recount

It is a kind of genre that social function to retell event for the purpose of informing or entertaining.

b. Report

³⁵ Emilia Emi, *Approach Genre-Based in Teaching English*. (Bandung; Rizki Press, 2004), p.2

It is a kind of genre that has function to describe the way things are with reference to range of natural, built and social environment by first classifying things and then describing their special characteristics.

c. Explanation

It is of genre that social explain the process involved in the formation or working of natural or socio cultural phonemena.

d. Exposition

It is a kind of genre that social function to persuade the reader or listener that something in the case.

e. Discussion

It is a kind of genre that social function to present (at least) two point of view about an issue.

f. Procedure

It is a kind of genre that social function to describe something is accomplished through a sequence of actions or steps.

g. Narrative

It is a kind of genre that social function entertains and instructs via reflection on experience. Deals with problematic even which individuals have to resolve for better or worse.

h. NewsStory

It is a kind of genre that social function present recent events regarded as “news worthy” or public importance.³⁶

³⁶*Ibid.*

Based on the explanation above, the researcher concludes that there are many kinds of texts: recount, report, narrative, etc. In this case, the researcher focuses on narrative text. Because it is appropriate to the syllabus of research subject. In order to make research run well, the material should be suitable to the syllabus.

3. Narrative Text

According to Siahaan, 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.³⁷It means that narrative text is a text that has function to amuse or entertain readers.

In addition, Emilia says that narrative is a kind of genre that social function entertains and instruct via reflection on experience. Deals with problematic events which individuals have to resolve for better or worse. It could be said that narrative is story or series of events organized by time order and the purpose is to amuse or entertain and impose a moral lesson on the reader. There are several rhetorical structures which are used in narration including orientation, evaluation, complication, resolution, and reorientation.

- a. Orientation: introducing the main character in a setting of time and place.

We can use question words: who, where and when.

- b. Evaluation : show the characteristic of the characters.

We can use questions word: how

- c. Complication: tell the problem

We can use questions word: what was the problem?

- d. Resolution: solve the problems

³⁷ Siahaan Sanggam, *Generic Text Structure*, (Yogyakarta; Graha Ilmu, 2008), p.73

We can use question word: how did the characters try to solve the problem.³⁸

Here is the example of narrative text:

The Rabbit and Lion

Once upon a time a rabbit lived in forest with lion. He looked down upon the rabbit. He often insulted her and beat a lot. The rabbit could stand it no longer. She made up her mind to get rid on the lion by a trick.

One day the rabbit came to the lion and said, “ Good morning, sir! Just now I saw an animal over there that looked just like you. He said taht he was the king of all the animals in the forest. He told all of us to obey him and be a servant. “I told him how strong you were, but he said that no animal was as strong as he was”. The lion was very angry and roared. “ where is he? Where is he ?

The rabbit took the lion to a deep well and said,”he is down over there in the well.”Immideatly, the lion to tastened to the well and looked angrily at the water.”Yes, there he is. “He flew down at his enemy into the well and was droned.³⁹

Based on statement’s above narrative text is a type of text consisting of imaginary stories, engineered real stories, or fairy tales. Narrative text tells a story that has a collection of interconnected chronologies. The purpose of the narrative text is for the pleasure of the reader.

E. Concept of Media

The word media is derived from the Latin medium which means “a means or instrumentally for scoring or communicating information”.⁴⁰ It is a substance or a channel through which effects or information can be carried or transmitted. Media is something we use when we want to communicate with people indirectly-rather than in person or by face-to-face contact.

³⁸ Emilia Emi, *Op,Cit*, p.29

³⁹ Aini N Anggarina, *An Experimental Study of Picture Series Teaching Readingof Narrative Text at the Eight Grade of SMP Ta’mirul Islam Surakarta*,2017.p.97

⁴⁰ Sadiman S Arief, et al, *Media Pendidikan: Pengertian, Pengembangan, Pemanfaatan*, (Jakarta: PT. Raja Grafindo Persada,2009), p.6

The word “media” is just the plural of “medium”. Some teacher in the school many use media for teaching their students, because media as the key to make the students more understand to catch the point of the lesson. Sometimes, and than the media used to make the people easy to understand something. Besides, of that many students feel happy and interesting when they study by using the media. Moreover, media is very important to make students easy to understand the Material in English lesson.

Media texts are program, film, images, web-sites (and so on) that are carried by these different forms of communication. Many of these are often called “mass” media, which implies that they reach large audiences. However, some media are only intended to reach quite small or specialized audiences, and they can be important to study too. Some people would also argue that more traditional form such as books are also “media”.⁴¹ Media texts often combine several “languages” or forms of communication-visual images (still or moving), audio (sound, speech or music) and written language.

Media educations aim to develop a broad based competence, not just in relation to print, but also in these other symbolic system of images and sounds. Media education is the process of teaching and learning about media; media literacy is the outcome-the knowledge and skills learners acquire. Media “literacy” necessarily involves “reading” and “writing” media. Media education is about developing young people’s critical and creative abilities.⁴² Media education is concerned with teaching through the media-for example, the use of television or computers as a means of teaching science, or history.

⁴¹*Ibid*, p.19

⁴²Sadiman S Arief, *Ibid*, p.19

Furhermore, states media can be used to help students recall what they learned in the last class so that new material can be attached to it and built upon.⁴³It is clear that media makes new content more memorable, media can also help deliver new content.

Based on the theories above, the researcher concludes that media is just the plural of medium. Media is a tool to communicate and tell the information to the people indirectly. In this research, the researcher uses Picture Series Media.

F. Concept PicturesSeries

1. Definition of PicturesSeries

According to Wright, pictures sequences or picture series consists of cartoon strips and instruction strips. Cartoon strips and instruction strips are potentially useful. The strips can be kept as they are and used to contextualize a story on description of a process.⁴⁴It means that, picture sequence need to use by the teacher to make student think chronologically on their reading based on which narrative of aprocess.

According to Harmer, pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustrations, and projected slide. They can be explained as follows:

a. Flashcard

It is a small card which we can hold up for students to see. Flashcard is particularly useful for “drilling” grammar items, for cueing different sentences, or practicing vocabulary.

b. Large wallpicture

It is big enough for everyone to see detail. Sometime teachers use large wall pictures when pointing to detail of a picture to elicit response.

⁴³Dwi Astuti Wahyu Nurhayati, *Op.Cit.*p.181.

⁴⁴Wright Andrew, *Op.Cit.* p.21

c. Cuecard

It is small card which students use in pairs or group work. Teachers put students in pair of groups and give them some cards so that when a student picks up the top cue card in a pile he or she will say a sentence that the card suggests.

d. Photograph or illustration

It is a photo or an image that depicts a situation or people in action. The teacher uses it to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc.

e. Projected slide.

In multimedia class, the teacher also uses it to teach. Sometimes teacher uses it to show the images in the big form.⁴⁵

Many interpretations can be made in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add interest of the topic for the students. Picture is something drawn or painted a shape or set of shapes and lines drawn, painted, or printed on paper, canvas, or some other flat surface, especially shapes that represent a recognizable form or object.

Kamalia states picture series is a two-dimensional visual media that contains the image sequence, the images one image to another interconnected and declare an event that is sequential.⁴⁶ It means that picture series is a visual media that is contain series of picture, where one picture related to another to describe something. Pictures can be divided into two kinds, those are still pictures and moving pictures.

⁴⁵ Harmer Jeremy, *Op. Cit.*, p.136-137

⁴⁶ Kamalia A Niken, *Op. Cit.*, p.20

Meanwhile according to Morgan, a picture sequence as a series of picture of a single subject. Its function is to tell a story or a sequence of events.⁴⁷ Another statement comes from Rimes on her book *Media in Teaching Reading*, a picture sequences, such a comic strip, provides the subject for reading narrative and for speculating about the story beyond the pictures in the strip.⁴⁸ It means that, picture sequence (pictures series) provide to use in reading narrative. Because in pictures series have related number to make the students create the cohesive paragraph.

Picture series are an art which is use to draw are unmovable goods if they are arranged well. Pictures is a drawing object. It is one of visual aids that are very useful in teaching, especially for English teaching. Pictures can really help the learners to ease them in comprehending the meaning of a word, a sentence, or paragraph. By using picture, the learners can get the imagination about the objects or the situations. Picture consist of lines and shapes which are drawn, painted, or printed on a surface. It is also shows a person, thing, or scene.

Whereas, according to Scrivener, traditionally pictures stories have been used as a starting point for reading exercises, but they are also very useful for focusing on specific language points or a material for speaking and listening activities. Most pictures stories seem inevitably to involve practice of the past simple and past progressive.⁴⁹ It means that pictures stories as a starting point in reading exercises. Sometimes it is also useful in focusing other skills, like speaking and listening activities.

⁴⁷ Morgan Betty, *Look Here! Visual Aids in Language Teaching*, (London: Language Teaching Series, 1973), p.28

⁴⁸ Raimes Ann, *Techniques in Teaching Reading*, (New York: Oxford University Press: 1983), p.36

⁴⁹ Scrivener Jim, *Learning Teaching : The Essential Guide to English Language Teaching (3rd ed)*, (New York: MacMilan, 2011), p.350

From the explanation above, it can be concluded that 'Picture Series' is one of a media in study which can be used to help teacher in delivering a material which is given to the students. This media is used to stimulate the participants of the student in learning process. It is needed to make learning process more attractive. It makes the material easier to be accepted by the student. Media is mediator between teacher and student in teaching and learning process. As one of media in learning process, picture series is also intended to make student's motivation in study be increase.

Below is the example of picture series⁵⁰:

Rapunzel



Centuries ago, in a kingdom, there was born a baby princess named Rapunzel. She received a healing powers from a magical flower, which makes Rapunzel has a beautiful magical gold hair.



That magical flower was used to keep a wicked old woman, Mother Gothel to stay young.

⁵⁰ Kamalia A Niken, *Op.Cit*,p.82-87



So, Mother Gothel kidnapped Rapunzel and took her into her tower far far away inside a wood.



Mother Gothel always keep her magical gold hair and sing to it everytime she need to keep young. She acted like she's her real mother so Rapunzel didn't know that she was kidnapped. Rapunzel never allowed going out of the tower. She stayed at home all the time, doing all her task and keep growing her hair without cut it.



But every night on her birthday, she always saw so many lights that she thought it was a star before. She wondered what was it. But she never found the answer.

One day, a thief named Flynn, was pursued by the kingdom's soldier because he stole the princess' crown. He ran far away until he found Rapunzel's tower.



Rapunzel was very confused about Flynn. She never met anyone before except Mother Gothel. But then Flynn told her about anything and Rapunzel was very surprised. Rapunzel asked Flynn about the lights she saw. She wants Flynn to show her what it was. She make a deal that if he success to bring her to the light, she will help Flynn to solve his problem with the kingdom's soldier.



Finally, when Mother Gothel is gone, they both went to see the lights. They're always together, and it seems that they started to fall in love.



Mother Gothel got home. She realized that Rapunzel was gone. She was so angry and she looking so hard for Rapunzel.



But Mother Gothel was too late. Rapunzel finally saw the lights by herself. Flynn told her that the kingdom always do that to commemorate their lost princess on her birthday. Rapunzel knew that it was her, Rapunzel was the lost princess.



Mother Gothel tried to get Rapunzel again. She didn't want to get old. But Flynn realized it first that Mother Gothel was the old woman who keep the magical flower long time ago.



Suddenly, Mother Gotel became old again as her actually age. She weak and die slowly. He knew that the power was now in Rapunzel's hair. Soon, cut the hair so its magic power is gone.



After that, Flynn and Rapunzel continued their trip to the kingdom. Rapunzel back to where she supposed to be. She back to the queen and the king. Their family is completed now.



Then Flynn turn the crown. Kingdom didn't give him punishment. Instead, he got married with Rapunzel and their live happily ever after.

From the theories above, the researcher concludes that picture series is one of media that can be used in teaching reading. Picture series is also the part of visual aids that can help the students in learning process. The way picture help is picture can be seen by the students clearly and distinctly. The students can understand the content of the whole picture because the first picture related to the second picture and so on.

2. Procedure of Teaching Reading Comprehension by Using Pictures Series

According to Day below the teacher's activity of teaching reading comprehension by using picture series:

- 1) Matching a series of picture with paragraph they illustrated
- 2) Matching the picture that illustrated the main idea with the paragraph that should be illustrated
- 3) Arranging pictures in the order in which events illustrated by them occurred in a story
- 4) Making up sentence that describe the picture.⁵¹

Ulker states more specific about the procedure of teaching reading comprehension, especially in narrative text by using picture series as follows:

- 1) Teacher prepares material: picture with story (there must be some pictures of story)
- 2) Teacher matches the picture to the story
- 3) Teacher asks students to read the story and see the illustrated pictures
- 4) Teacher asks students to comprehend the story by relating it to the pictures

⁵¹ Day R Richard, *Top Ten Principles for Teaching Extensive Reading*, (Manoa: Reading in Foreign Language Journal, 2002), p.137

- 5) Each pictures has its own description, so pay attention to it
- 6) Teacher and students discuss the material (if necessary students will be asked to retell the story).⁵²

3. Advantages and Disadvantages of Using Picture Series

a. Advantages of Using Picture Series

Wright states several advantages of using picture, they are as follows:

- 1) Pictures have major role play in the development of listening and reading skill
- 2) Picture helps students understand various aspects of foreign language
- 3) Pictures can motivate students
- 4) Picture makes material clearly
- 5) Pictures is good to be taught in teaching meaning.⁵³

Based on the statement above, the researcher concludes that there are many advantages of using picture. Picture leads to creative activity, and promote real communication in class. It also can improve student's motivation in learning English. It also make the usual practice becomes more interesting and help them in practicing to read narrative text they have studied. Communication in the classroom also increase because of the use of picture.

b. Disadvantages of Using Picture Series

Putri states that there are several disadvantages of using picture in class, they are as follows:

- 1) It is difficult to look for the specific picture

⁵² Ulker Unal, *Reading Comprehension Strategies*, (Iraq: Ishik University), International Journal of Social Sciences & Educational Studies, ISSN 2520-0968 (Online), ISSN 2409-1294 (Print), December 2017, Vol.4, No.3.

⁵³ Wright Andrew, *Op, Cit*, p.136-137

- 2) The students will find difficulty to express something happen in the picture in detail if they have never seen it
- 3) Each person has different perception about the meaning of picture.⁵⁴

From the statements above, the researcher can conclude that by using pictures in a classroom have several limitations, they are: the size from the picture and also distance are often distorted, students also don't always understand how to read pictures and each students may have different perception towards picture.

Even though there are some disadvantages of using pictures, however the researcher assumes that pictures still can be applied in the class. The reason is, a picture leads the practice to a communicative situations. By the use of picture, it will be easier for students to read the text and it also boosts student' creativity. The disadvantages of using pictures can be solved by forming students in a small group and clearly given the instruction of the picture.

G. Concept of Workbook

1. Definition of Workbook

The workbook is a freestanding manual that address materials considered to be incompletely covered within the text. Workbook provides varied material practices and exercise language, grammar, and composition skill involve are not often clearly understood in the classroom. All kinds of material can over by the workbook by giving enough practice.⁵⁵The workbook functions in different ways for both teachers and students. For teachers, exercise in the workbook help teachers to examine student' ability.

⁵⁴ Putri L Giri, *Teaching Reading through Narrative Text Using Picture Series at the Second Year Students of SMPN 1 Seputih Rawan*, A Script of English Education Lampung University, 2016, Retrieved from <https://scriptiwithouthdiscussionandresult.pdf>.

⁵⁵ Walcott G Fred, *Problems of the Workbook*, The English Journal, vol 22, No. 7, 1993, p.574

Workbook also help the teacher to determine the learning activity that can improve students comprehension in the classroom.

The teachers lead the students with many exercises in order to develop the competence. Many teacher feel difficult to develop the learning activities for students. Teachers often have a limited time to develop new activities. Used of the workbook will essential for helping the teacher and student to cover the problems. At the present time, many series of textbook are supplemented by such materials strengthen their teaching program. Good independent workbooks, designed to accompany no specific textbook. Several types of workbooks are found, but they are all variations of either a text-workbook or one which contains only exercise. Some of the newer workbooks are hybrid, combining both types.

Workbook is a coherent body of teaching material which may consist of not only the course but also a learning package consist of materials that use in the learning process. The term textbook is used by the teacher and usually each student has a copy, and which is in principle to be followed systematically as the basis for a language course.⁵⁶The teachers use workbook to make them easier to teach student outside the class. Because by the workbook, the student can repeat what the teacher had explained in theclass.

Workbook enrich the student' knowledge, not only about the linguistic competence. A book may be ideal in one situation because it matches the needs of that situation perfectly. It has just the right amount of material for the program, it is easy to teach, and it can be used with little preparation by inexperienced teachers. The good workbook should be readable to the student and easy to use by the teachers.

⁵⁶ Ur Penny, *Op,Cit*, p.183

2. The Procedure of Teaching Reading Comprehension by Using Workbook

According to Walcott teaching reading comprehension by using workbook consists of some steps as follows:

1. The teacher prepares an appropriate material for reading class.
2. The teacher gives each student copy of material that will be discussed.
3. The students are asked to read by following the instruction from teacher.
4. The teacher reads the text/passage, then it follows by students (the students are asked to pay attention to the unfamiliar words, sentence, etc).
5. The teacher asks students to reread the text individually and comprehend the context.
6. The things that matter in reading text would be discussed by teacher and students.
7. In the end, the students are asked to report/retell their comprehension.⁵⁷

3. Advantages and Disadvantages of Using Workbook

Advantages and Disadvantages, depending on how are use and the contexts for their use. The advantages are:

- a) They provide structure and a syllabus for a program. Without textbook a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.
- b) They help standardize instruction. The use of workbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.
- c) They maintain quality. If the workbook is well developed, students are exposed to materials that are based on sound learning principles.

⁵⁷Walcott G Fred, *Op Cit*, p.577

- d) They provide a variety of learning resources. The good workbook are provide with workbook CD or cassettes that provide a rich and varied resources for teachers and learners.
- e) They are efficient. The teachers should not product materials.
- f) They can provide effective language models and input. Workbook can guide newly English Teachers.⁵⁸

H. Frame of Thinking

Reading is an important aspect in life because someone cannot know anything without reading. Nowadays, many senior high school students are not able to understand reading text. Students feel reading text is so difficult to comprehend. In other words, students reading ability in comprehending text is still low. With pictures series the students will get some benefits for the students work together in comprehending the text.

Pictures is a drawing object. It is one visual aids that are very useful in teaching, especially for English teaching. A picture series not only provide the students with the basic material for their composition but stimulates their imaginative powers. Pictures can really help the learners to ease them in comprehending the meaning of a word, a sentence, or paragraph.

By using picture, the learners can get the imagination about the objects or the situations. Picture consist of lines and shapes which are drawn, painted, or printed on a surface. It also shows a person, thing, or scene. It helps the students attracted to imagine what they read in narrative text. The students have imagination about pictures they saw. Pictures series have a number of related composite pictures linked to form a series or

⁵⁸ Richard, *Op, Cit*, p.254-255

sequences. It makes the students reading skill in narrative text will be cohesive and systematic.

The researcher assumes that those definitions have close connections to one another. It can be supported from some theories stated in this chapter by linguists. One of the writer's purposes in conducting this study was to help students solve their problem in reading narrative text. Many linguists agreed that picture series was effective to be used as the media in reading narrative text.

Some teachers often ask the students to read narrative text without a media and the student feels confused to start reading. Apart from that, the picture inspires the students in expressing their ideas into text. Picture series is suitable as a media in reading narrative text. Based on the explanation above, the researcher thought that picture series as an alternative reading media is effective towards students' reading skill in narrative text.

I. Hypotheses

Regarding to the theories and assumptions above, the researcher formulated the hypotheses as follows:

H_a = There is significant influence of Picture Series towards students' reading comprehension in narrative text at the eighth grade of SMPN 3 Kotabumi in academic year of 2018/2019

H_0 = There is no significant influence of Picture Series towards students' reading comprehension in narrative text at the eighth grade of SMPN 3 Kotabumi in academic year of 2018/2019

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