

**THE EFFECTIVENESS OF PICTORIAL STORY TO TEACH READING
COMPREHENSION ON NARRATIVE TEXT OF THE STUDENTS OF
M.A AL-BAIRUNY SAMBONGDUKUH JOMBANG**

THESIS

Presented to
State Islamic Institute of Kediri
In Partial fulfillment of Requirements
for the Degree of *Sarjana* in English Education



By:
ABIDIN REZA QURROTU A'YUNIN
NIM: 9322.188.15

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF KEDIRI
2019**

DECLARATION OF AUTHENTICITY

Name : Abidin Reza Qurrotu A;yunin
Student's ID Number : 9322 188 15
Study Program : English Language Education
Department : English
Title of Thesis : The Effectiveness of Pictorial Story to Teach
Reading Comprehension on Narrative Text at M.A Al-
Bairuny Sambongdukuh Jombang.

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

Kediri, September 3rd 2019

The researcher,



Abidin Reza Qurrotu A'yunin

NIM. 9322 188 15

APPROVAL PAGE

This is to certify that the *Sarjana's* Thesis of Abidin Reza Qurrotu A'yunin has been approved by thesis Advisors for further approval by the board of examiners.

**THE EFFECTIVENESS OF PICTORIAL STORY TO TEACH READING
COMPREHENSION ON NARRATIVE TEXT OF THE STUDENTS OF
M.A AL-BAIRUNY SAMBONGDUKUH JOMBANG**

ABIDIN REZA QURROTU A'YUNIN
NIM. 9322.188.15

Approved by:

Advisor I



Dr. Sri Wahyuni, M.Pd
NIP. 19840909 201101 2 018

Advisor II



Ima Fitriyah M. Pd.I
NIP. 1986072 201503 2 003

NOTA PEMBIMBING

Kediri, 24 September 2019

Nomor :
Lampiran : 4 (empat) lembar
Hal : Bimbingan Skripsi

Kepada

Yth. Rektor Institut Agama Islam Negeri (IAIN) Kediri

Di

Jalan Sunan Ampel No.07 Ngronggo, Kediri

Assalamu'alaikum Wr. Wb.

Memenuhi permintaan Bapak Ketua untuk membimbing penyusunan skripsi mahasiswa tersebut dibawah ini:

Nama : ABIDIN REZA QURROTU A'YUNIN
NIM : 932218815
Judul : THE EFFECTIVENESS OF PICTORIAL STORY TO TEACH
READING COMPREHENSION ON NARRATIVE TEXT OF THE
STUDENTS OF M.A AL-BAIRUNY SAMBONGDUKUH
JOMBANG

Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang munaqasah yang dilaksanakan pada tanggal 24 September 2019, kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum dan atas kesediaan bapak, kami ucapkan banyak terimakasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing I



Dr. Sri Wahyuni M.Pd
NIP. 19840909 201101 2 018

Pembimbing II



Ima Fitriyah M. Pd.I
NIP. 1986072 201503 2 003

NOTA KONSULTAN

Kediri, 3 September 2019

Nomor :
Lampiran : 4 (empat) lembar
Hal : Bimbingan Skripsi

Kepada
Yth. Rektor Institut Agama Islam Negeri (IAIN) Kediri
Di
Jalan Sunan Ampel No.07 Ngronggo, Kediri

Assalamu'alaikum Wr. Wb.

Memenuhi permintaan Bapak Ketua untuk membimbing penyusunan skripsi mahasiswa tersebut dibawah ini:

Nama : ABIDIN REZA QURROTU A'YUNIN
NIM : 932218815
Judul : THE EFFECTIVENESS OF PICTORIAL STORY TO TEACH
READING COMPREHENSION ON NARRATIVE TEXT OF THE
STUDENTS OF M.A AL-BAIRUNY SAMBONGDUKUH
JOMBANG

Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam jangka waktu yang telah ditentukan dapat diajukan dalam sidang Munaqasah.

Demikian agar maklum dan atas kesediaan bapak, kami ucapkan banyak terimakasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing I



Dr. Sri Wahyuni M.Pd
NIP. 19840909 201101 2 018

Pembimbing II






Ima Fitriyah M. Pd.I
NIP. 1986072 201503 2 003

RATIFICATION SHEET

DEVELOPING ENGLISH STORYBOOK BASED ON CHARACTER EDUCATION OF INDONESIAN EYL LEARNERS

ABIDIN REZA QURROTU A'YUNIN
NIM. 9322.188.15

Has been examined by the Board Examiner of State Islamic Institute of Kediri
on September 24th, 2019

1. Main Examiner
Dr. Ary Setya Budhi Ningrum, M.Pd. ()
NIP. 19820430 200801 2 011
2. Examiner I
Dr. Sri Wahyuni M.Pd. ()
NIP. 19840909 201101 2 018
3. Examiner II
Ima Fitriyah M.Pd.I ()
NIP. 1986072 201503 2 003

Kediri, May 24th 2019
Acknowledged by
Dean of Faculty of Tarbiyah
State Islamic Institute of Kediri



Dr. H. Ali Anwar, M.Ag
NIP. 19640503 199603 1 001

MOTTO

**Something Very Magical Happens When You Read a Good
Book**

JK. Rowling

DEDICATIONS

This thesis is dedicated to:

- ❖ Thanks to Allah SWT who always guide me and take care to be a good person.
- ❖ Thanks to My beloved Dad “H. Zainal Abidin”, and My beloved Mom “Umi Farihah” who always give me prayer, advice, support, motivation, love, understand me, and always accompany me to finish my thesis. I hope this can make them proud of me, I Love You.
- ❖ Thanks to My beloved auntie Mrs. Atin who give me support, spirit, motivation, and help me a lot. Thank you very much.
- ❖ My Respectable Advisors Mrs. Dr. Sri Wahyuni, M.Pd and Mrs. Ima Fitriana, M.Pd.I thanks for giving great guidance, time, advice, criticism and suggestion.
- ❖ Thanks to my friends for your support, motivation, and time to me that I can’t write their name one by one, from IAIN Kediri and another.
- ❖ Thanks to Girlsquad for give me a more power to finish this thesis.

Thanks for your attention, spirit, prayer, support, love, inspiration to me to do this project. I wish ALLAH SWT will give you good feedback and always bless you.

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

First and foremost, Praise to Allah SWT, God the Almighty. I would like to express my greatest gratitude to Allah SWT for His blessing upon me in the form of guidance in completing this final project so that it could be accomplished.

The writer believes that this project won't finish without any help and support from several people that gave the help and support directly and indirectly.

Thus, the writer would like to appreciate and thanks to:

1. Dr. Nur Chamid, MM as the principle of IAIN Kediri
2. Dr. Mukhammad Abdullah, M.Ag. and Dr. Chotibul Umam, M.Pd. as my advisors who always give me guidance and suggestions in writing my thesis.
3. All of the lectures that taught me in English Department for giving knowledge, study experience and advice.
4. All staff in Faculty of Tarbiyah who help me finish the process of my thesis.
5. The Headmaster of M.A Al-Bairuny Sambongdukuh Jombang who gave me permission to do my research there.
6. All of staff of M.A Al-Bairuny Sambongdukuh Jombang who help me in process collecting the data.

The researcher realized that this research was not perfect. There were many mistakes in this research. Thus, the researcher apologized for the mistakes and the researcher hope that this research could give meaningful knowledge for the readers. Several suggestions and criticism are needed to make this research better.

Kediri, 2019

Researcher,

ABSTRACT

A'yunin, Abidin Reza Qurrotu, 2019, *The Effectiveness of Pictorial Story to Teach Reading Comprehension on Narrative Text at M.A Al-Bairuny Sambongdukuh Jombang*, English Education Department, Faculty of Tarbiyah, State Islamic Institute of Kediri. Advisors: (1) Dr. Sri Wahyuni, M.Pd, (2) Ima Fitriyah, M.Pd.I.

Key Words: *Reading, Narrative text, Pictorial story.*

The purpose of this study was to investigate the effectiveness of using pictorial stories as a media in teaching reading comprehension of class X at M.A Al-Bairuny Sambongdukuh Jombang. This research used pictorial story to test the understanding narrative text in students' reading comprehension because the reading strategy that use illustration give the readers to help them figure out the content of the text clear and help organize information.

The design of this study was a quasi-experimental design that divides participants into two groups, the experimental group and the control group. The participants of this study were 38 tenth graders from M.A Al-Bairuny Sambongdukuh Jombang in the 2018/2019 academic year. There were 19 students as the experimental group by X IPA 1 and 19 students as the control group by X IPA II. The data were collected using tests (pretest and posttest) and analyzed using ANCOVA in the SPSS 21 version for windows.

The results showed a pre-test, the average score of the experimental group was 63.42 and the control group was 59.74. In the post-test, the experimental group had an average score of 82.37 and the control group was 73.95. The statistic calculation results of ANCOVA indicate that the significant value is 0.02 less than 0.05 ($0.02 < 0.05$). Because the significant value is smaller than 0.05 statistically, there is enough evidence to reject the null hypothesis. This means that students who read pictorial stories as media are better than students who read with non-pictorial stories. Based on the results of the tests, it can be concluded that using pictorial stories was effective in teaching reading to M.A Al-Bairuny Sambongdukuh Jombang.

TABLE OF CONTENT

THE TITLE PAGE	i
DECLARATION OF AUTHENTICITY	ii
APROVAL PAGE	iii
RATIFICATION SHEET	viii
NOTA KONSULTAN	ix
NOTA PEMBIMBING	x
MOTTO	xii
DEDICATION	xiii
ACKNOLEDGEMENT	xiv
ABSTRACT	x
TABLE OF CONTENT	xi
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
CHAPTER 1 : INTRODUCTION	1
A. Background of the Study	1
B. Research Problem	3
C. Objective of the Study	3
D. Signification of the Study	3
E. Scope and Limitation of the Study	4
F. Hypothesis of the Study.....	4
G. Definition of Key Terms.....	5
CHAPTER II : REVIEW OF THE RELATED LITELATURE	7
A. Reading Comprehension.....	7
B. Teaching Reading Comprehension.....	9

C. Problems in Teaching and Learning Reading.....	12
D. Text Forms.....	13
E. Teaching and Learning Media.....	14
F. Pictorial Story as Media for Learning Reading.....	15
G. Steps in Reading Narrative Activities with Pictorial Story	16
H. Reviews of Previous Study.....	20
CHAPTER III : RESERCH METHODS	22
A. Research Design.....	22
B. Population and Sample	24
C. Instrument.....	24
D. Treatment.....	25
E. Data Collection.....	26
F. Data Analysis	27
CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION	29
A. Research Findings	29
1. The Result of Experimental Group.....	29
2. The Result of Control Group.....	31
3. Fulfillment of the Result Using ANCOVA	32
B. Discussion.....	39
CHAPTER V : CONCLUSION AND SUGGESTIONS	42
A. Conclusions	42
B. Suggestions.....	43
REFERENCES	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 3.1	The Reasearch Design of Nonrandomized Pretest-Posttest
Table 3.2	The Activities During Treatment
Table 3.3	Schedule of Activities During Reasearch
Table 4.1	Table Summary of Experimental Group Result
Table 4.2	Table Summary of Control Group Result
Table 4.3	Table One-Sample Kolmogrov-Smirnov Test
Table 4.4	Table of Test of Homogenities of Variences
Table 4.5	Tabel of Homogenity Regression (Slope)
Table 4.6	Relationship Between Covariateb and Dependent Variable
Table 4.7	Test of Between Subject Effects
Table 4.8	Parameter Estimates

LIST OF APPENDICES

Appendix 1	Lesson Plan (Experimental Group)
Appendix 2	Lesson Plan (Control Group)
Appendix 3	Table Blueprint of Pre-Test
Appendix 4	Table Blueprint of Post-Test
Appendix 5	Instrument for Pre-Test
Appendix 6	Instrument for Post-Test
Appendix 7	Pictorial Story
Appendix 8	Non Pictorial Story (Short Story)
Appendix 9	Result Pre-Test and Post-Test of the Experimental group
Appendix 10	Result Pre-Test and Post-Test of the Control group
Appendix 11	Distribution of Frequency Pre-Test and Post-Test Experimental group
Appendix 12	Distribution of Frequency Pre-Test and Post-Test Control group
Appendix 13	Graphic Pre-Test and Post-Test Experimental group
Appendix 14	Graphic Pre-Test and Post-Test Control group
Appendix 15	Surat Izin Penelitian

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problems, the objectives of the study, the significance of the study, scope and limitation of the study, hypothesis of the study and the definition of key terms.

A. Background of the Study

Reading is one of the most important skills in language learning besides listening, speaking and writing. Without reading, one cannot access written information. In reading process, students are expected to get knowledge and be familiar with what the teacher has explained in the content, where as in comprehension the students are expected to have more skills in order to get the meaning in the text. That is the purpose of reading comprehension. Therefore, it is useless if one does not have reading competence, because reading competence enables students to find the information in reading a text.

Common problems that are faced by students are lazy to read. Usually that happens because they cannot interpret the word and eventually fail to understand the reading so that they do not understand the contents of the reading. Harmer (2003) states that students sometimes have vague understanding of reading. Reading passage seems to be too difficult for them because of some conditions. The conditions here refer to the failure of understanding the words, the sentences, the sentences' unity and organization;

and the lack of interest or concentration. The problem that is often faced by the students in comprehending the text. He explained that the students may not be able to read the words themselves, fail to understand the relationship between the sentence and whole meaning of the text.

In the previous study, some researchers applied picture series to improve students' reading skill to understanding narrative text. They state that picture series can increase the students' motivation in reading class specially to improve their reading comprehension (Nurhayati, 2014). Picture series are more effective than short story (Amsiana, 2014). Based on the explanation above the researcher chooses the different method of using pictorial stories.

The researchers choose pictorial stories to test the understanding of narrative texts in students' reading comprehension because reading strategies that use illustrations given to readers help make the contents of the text clear and help organize information. Complex verbal texts appear clearer and simpler with illustrations. A text might seem verbal and abstract while a picture is concrete and visual. This way the illustrations may help bring out what is key information and provide the reader with a new understandable version of the text. The mutual interaction between text and picture allows the one to reinforce the understanding of the other, leading to enhanced reading comprehension. Studies have demonstrated that visualization reinforces both the students' reading comprehension as well as increases their remembrance of what has been read (Armbruster et al. 1990).

According to background above, the researcher is intended to conduct the research entitled **“The Effectiveness of Pictorial Story to Teach Reading Comprehension on Narrative Text at M.A Al-Bairuny Sambongdukuh Jombang”**

B. Research Problem

Deciding on a question in research is important because it is used to state what will be discussed further in this study. It can also help the reader to know easily about the content of this research. The problem of the research is formatted as follow “Is pictorial story effective to teach reading comprehension on narrative text?”

C. Objective of the Study

Based on the research problem above, the objective in this study is directed to investigate whether pictorial story is effective to teach reading comprehension on narrative text at M.A Al- Bairuny Sambongdukuh Jombang.

D. Significance of the Study

A research should have significance to this world. Minimally, it has significance in practical and theoretical. Practically, the result of this study can give beneficial for the teacher and the school. For the teacher, the result of this study is expected to give a feedback in teaching reading comprehension. And for the school, the result of the study additional learning material of English. The researcher also hope that this research will be very

necessary for the students because by reading this research, the students will know that by having many vocabularies, it will help students to master all of English skills especially speaking. Mastering vocabulary can help student involve conversation with their friends.

Theoretically, the researcher hopes that this study is able to the previous study. This research also expected to be used as material for subsequent research related for further researcher.

E. Scope of Limitation of the Study

In a research, there must be one problem or more to answer the research problems, the researcher should have limitation and scope to make it easier. So, it is necessary to limit and scope this study in order to get clear understanding of the problems.

In this study, the researcher investigates whether pictorial stories are effective in narrative text learning, the researcher tries to limit the problem. The researcher takes place of study in M.A Al-Bairuny Sambongdukuh Jombang. The students' reading comprehension will be obtained from the result of the test given.

F. Hypothesis of the Study

Based on the research, researcher want to know that reading through pictorial story more effective than just reading non pictorial story at senior high school. The researchers' hypothesis is "Students who are treated with

pictorial story get better performance than students who are not treated using pictorial story”

G. Definition of the Key Terms

The definition of terms is needed to avoid misunderstanding. The key terms of this research are:

1. Reading

Reading is the process of receiving and interpreting information encoded in language from via the medium of print (Urquhart, 1998). This means when comprehending a text, a reader decodes written messages, makes interpretations and construes meaning. In this sense, reading thus involves the interplay of both bottom up and top-down processes. Bottom-up processing takes place when linguistic input from the text is mapped against the readers’ previous knowledge while top-down processing occurs when readers use prior knowledge to make predictions about the data they will find in the text (Silberstein, 1994).

2. Narrative Text

A narrative relates a realistic, imagined or fictitious story. It is written to entertain, amuse and interest the reader but teaches, explains or informs. Through this type of text can teach us about honesty, braveness, friendship, loyalty, hard work, solidarity (Barwick, 2006).

3. Pictorial Story

Picture story books are books in which the picture and text are tightly intertwined. Neither the pictures nor the words are self-sufficient, they need each other to tell the story (Mitchell,2003). A picture story book conveys its message through illustrations and written text, both elements are equally important to the story (Rothlein & Meinbach,1995).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theories related to the problems of this study. The theories which applied in this study is reading comprehension. This chapter explains reading comprehension, teaching reading comprehension, problems in teaching and learning reading, text form, teaching and learning media, pictorial story as media of learning reading, steps in reading narrative activities with pictorial story.

A. Reading Comprehension

Before going to the concept of reading comprehension, better for the reader know and understand about the definition of reading. Based on Nuttall (1982), reading is the meaningful interpretation of printed or written verbal symbol. It means that reading is an active process with the result of the interaction between the perception of graphic symbol that represent language and the readers' language skills.

Reading is an active cognitive process of interacting with printing and monitoring comprehension to establish the meaning. There are two sub-skills of reading, they are macro skills and micro skills. Macro skills of reading comprehension refers to general ideas in the text (e.g., information, gist, argument) while micro skills refer to recognizing and interpreting the linguistic features of the text (e.g., referents, word meanings, discourse indicators).

Reading is not only when we read the word to word, phrase to phrase, clause to clause, sentence to sentence, or paragraph to paragraph, but also reading is the way we know and can receive the essence of the text. Dallman (1982), reading is more than knowing what each letter of alphabet stands for, reading involves more than recognition; that comprehension is an essential for reading, without comprehension no reading takes place.

Reading is the ability to read at reasonable rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytic reading and critical evaluation. The researcher agrees that someone has purpose when he is reading. The purpose of reading passage commonly is to find idea or information from reading passage and to enhance knowledge of the language being read. Gambrell & Bales (1986) also states that reading is the ability to recognize vocabulary and syntax automatically.

Reading comprehension is the readers' ability in gaining meaning from the context of the text. Smith (1982) states that comprehension may be regarded as relating aspects of the world around human being-including what they read to the knowledge, intentions and expectations already preserved in readers' head. The readers must be able to relate new things to what already know if the readers comprehend them and relate something new to what they already know is of course learning. Reading and comprehension are one activity to extract the meaning of written materials with full understanding. Comprehension as the process by which the person understands the meaning

of the written or spoken language. A success reader is when he can comprehend the written language and he can understand what the researcher mean.

B. Teaching Reading Comprehension

Every reading has a purpose, and everybody does reading because they want to get something from the text they read. Basically, there are two types of classroom reading performance; oral and silent reading. Oral reading is reading activity where students read orally and loudly, it can be the way to check students' pronunciation but it may make students lose their attention easily while one student is doing oral reading.

Silent reading is also divided into intensive and extensive reading. Intensive reading is a reading activity which is specially designed for teaching and learning where the text is usually chosen by teacher (Harmer, 2001). Extensive reading is intended to get students pay attention to the grammatical forms, discourse markers, semantic meaning, etc. So that they can understand literal meaning, implications, rhetorical relationship (Brown, 2001).

According to Nuttal (1982) there are five aspects of reading which the students should understand to comprehend a text well, they are determining main idea, finding specific information, reference, inference, and vocabulary. The first is main idea. Main idea is a sentence or generalization that tells the paragraph is about. Main ideas are generally found at the beginning of the paragraph; however, they can be anywhere in the paragraph. The second is

specific information. Specific information are those facts and ideas that prove or explain the main idea of a paragraph. While all the details in a paragraph to support the main idea.

The next is reference. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

And then inference. This is ability of knowing the meaning of a word by considering its context. The reader will be able to do this by give him a rough idea of its meaning. To infer or to read between the lines must mean to conclude something that hasn't actually been stated, but has been arrived directly. It is the logical connection that the reader draws between his observes or known and what he does not know.

The last is vocabulary. Vocabulary is the stock of word which is used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. From those aspects of reading comprehension, the researcher developed the instrument of this research represent those five aspects of reading. The questions in every text consist of those aspects in order the students can comprehend a text well and their ability of each aspect is easier to analyze whether it is increase or not.

And then for teaching reading. Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate student performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery (Richards,2001). During teaching reading process we must pay attention about the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

- a. Reading is not passive skill
 - b. Students need to be engaged with hat they are reading
 - c. Student should to be encouraged to respond to the content of a reading text, not just to the language
 - d. Prediction is major factor in reading
 - e. Match the task to the topic f. Good teacher exploit reading texts to the full
- (Harmer, 1998)

Teaching reading is not vacuum activity. Students must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom. Teaching reading need more than only read text.

C. Problems in Teaching and Learning Reading

English should be mastered by the student from junior high school level, but many of them get difficulties when they try to reach the knowledge from a book, internet, article and soon. One of the ways that should be done by the student to get the knowledge is reading. Reading is an active process of interacting with print and monitoring comprehension to establish the meaning. It means that the readers should be in active process to interact, monitor, and comprehend the text in order the readers can establish the meaning of the text and they can find the explicit and implicit information stated there (Simanjuntak,1988).

In reality, although the students have learnt English subject from elementary, they still have a big problem in comprehending the English text when they are in senior high school. The students are lazy to read a text because they think that it will take a long time and of course they will find many difficult words.

The other reason is caused by the student's incapability to understand what the writer's intend of the text. The students get big difficulties when they have to find the message of the text. However, the English teacher admitted the student using dictionary to look for the difficult word. Not only because of lack of vocabulary, but also the students got confusion to identify the specific information of the text. Students are facing this problem when

they hardly find appropriate book for their age and struggle to understand a narrative text (Marchand-Martella & Martella, 2010).

D. Text Forms

There are twelve kinds of text that learn by the students until in senior high school level. They are: recount, report, discussion, explanation, analytical exposition, hortatory exposition, news item, anecdote, narrative, procedure, description, and review text. In this research the researcher chose narrative text, this text was selected because narrative text always appears in every grade in senior high school, narrative text also used in final examination for senior high school. Besides that, narrative text has fun story that can make the learners attract to read the text, that was why narrative text selected for this research.

According to Potter (2008), narrative is essentially mode of verbal presentation and involves the linguistic recounting or telling of events. According Fitriani (2011) narrative text is a piece of text which tells a story and in doing so entertains or informs the readers or listener, it tells a chronologically fictional or non-fictional events. A narrative text are folktales; it includes fables, legend, myth, or realistic tales, mysteries, fantasy, science or realistic fiction. The generic structure of narrative text consists of orientation, complication, and resolution. Narrative text has certain characteristics, namely: Social Function/ communicative/ approach/ purpose, generic structure/ text structure organization, and language features.

The first is social function/ communicative/ approach/ purpose. There are two purpose the first is to amuse or entertain the readers it means that narrative text can amuse the readers because in narrative text is fiction sometimes narrative text a mixture of fiction and reality. And the last is to deal with actual/various experience in different ways. When narrative text a mixture of fiction and reality the reader can live up to it.

The next is generic structure/ text structure organization there are three generic structure. The first is orientation (introduction) in which the characters, setting and time of the story are established. Usually answers who? When? Where? The second is complication or problem. The complication usually involves the main characters (often mirroring the complication in real life). The last is resolution. In the resolution there needs to be a resolution of the complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

The last is language features. Language features focus on specific or individual participants. Use of the material process (action verbs), behavioral and verbal processes (saying verbs/ speaking verbs), relational process and mental process (thinking verbs), past tense, temporal conjunction (time sequence/ chronological order) and temporal circumstances (time conjunction/ adverbial clause) and direct and indirect speech.

E. Teaching and Learning Media

When the students find the difficulties in reading, the teacher should be able to solve those problems. According to the researcher, one way that is teaching the student by using media. As stated by Russel, Molenda & Smaldino (2005), media for learning can help to provide a learning atmosphere in which students actively participate. In other words, media can be used to improve the students' point of view in reading ability. It is important since the effectiveness of learning happens when students are actively engaged in meaningful tasks, interacting with the content.

Brown (2004) points out that using a variation of media will rise the chance that the learners will learn more and recall better what they learn in developing the performance of ability they are projected to improve. There are many kinds of teaching media that can be used to carry the lesson and one of them is picture.

F. Pictorial Story as Media for Learning Reading

Brown (2004) states that using a variation of media will increase the chance that the learners will recall better what they learn in developing the performance of skill they are expected to improve. There are many varieties of teaching media that can be used to deliver the lesson and one of them is picture. Harmer (2001) states that picture is one of the variability of teaching supports which is used to describe language meaning structure, to employ learners in a topic, or as the base of an entire activity.

According to Matulka (2008), a good picture series in a story links the reader to the pictures and generates the implication of the pictures. Story and pictures work together to push the story onward. Lee (2015) points out that students enjoyed picture books and felt they had made development in their English language ability, especially in terms of motivation and confidence. The use of picture book that has imaginative characters such as comic is more efficient to teach reading than those of general texts and pictures (Roofazai, 2012).

G. Steps in Reading Narrative Activities with Pictorial Story

There are nine steps in reading narrative activities adopted from Honig, Diamond and Gutlohn (2008) that can be categorized into three activities, which are initial steps, main activities' steps, and post activities' steps. The initial steps in reading narrative activities based on Honig et al. (2008) are categorized into three: Students pay attention to the teacher modelling of types of questions that readers need to ask while reading, students pay attention to the teacher modelling of questions that can encourage deeper levels of comprehension, and students connect their relevant prior experiences or to other stories with the guidance from the teacher.

The first initial step of reading narrative activities is students pay attention to the teacher modelling of the types of questions that students need to ask to themselves before start reading. According to Wood et al. (1995)

this step includes readers asking themselves questions during the reading of a text. Asking the correct questions let readers to emphasis on the most significant information in a text.

The second initial step of reading narrative activities is teacher directs the students to ask some questions that can make them understand the story better. As Wood et al. (1995) state that the capability of readers to ask themselves related questions as they read is important in assisting them to integrate the information, find the main ideas, and digest the information.

The last initial step of reading narrative activities is students relate their background knowledge or experiences, which are relevant with the story. Anderson and Pearson (1984) point out that this step requires readers to trigger their background knowledge and to use that information to help them comprehend what they are reading. Background knowledge is come from somebody's experiences, along with his notions for how a text works containing word identification, meaning, and how a text is structured.

The steps of the main activities in teaching reading are delivered into four steps based on Honig et al. (2008). The steps are: Students create mental images as they read with the help of illustration and teacher's explicit teaching, students make predictions based on prior knowledge or story structure with the help of the teacher, students look at the illustrations to aid comprehension with the instructions from the teacher, and students use context to figure out difficult words with the guidance from the teacher.

The first step in main activities is students create mental images as they read with the help of illustrations while the teacher provides explicit teaching. Gambrell and Bales (1986) state that this step includes the capability of readers to make mental images of a text as a way to comprehend procedures they face throughout reading. This skill can be a sign that a reader comprehends a text. Visualizing mental images is essential when it is applied to the narrative texts. In reading narratives, readers frequently can improve a clear comprehension of what is occurring by visualizing the characters, setting, or activities in the plot.

The second step in main activities is students predict what happen next in the story with the guidance of the teacher. According to Gillet and Temple (1994) this step includes the skill of readers to get meaning from a text by creating familiar predictions. Readers use foreseeing as a way to associate their current knowledge to new information from a text to get meaning from what they read. Throughout reading, readers might make predictions about what is going to occur, or what ideas the writer of the book will deliver to support an argument. They tend to assess these guesses unceasingly and review the predictions, which are not confirmed by the reading.

The third step in main activities of reading narrative activities is teacher directs the students to look at the pictures or the characters to help them understand the story better. As Matulka (2008) points out that, the pictures in a story associate the reader to the illustration and produces the

inference of the pictures, then story and pictures work together to push the story ahead.

The last main activities' step in reading narrative activities is students look at the context when they found difficult words and then comprehend the story with the guidance from the teacher. Writers of the books do not continuously offer complete descriptions of information about the character, event, or setting. Nevertheless, they frequently offer hints that readers can use by making conclusions that combine another information in the text or with their background knowledge.

According to Honig et al. (2008), post activities of reading narrative activities is involving the activity of reasoning the story, summarize it. The use of Picture Book in Teaching Reading for Junior High School students retell the story in collaborative discussion. Points out some ways to help learners improve positive attitudes to the reading narrative activities, which are discussing in the innate subject matter of a text and sharing the ideas from content read (Ediger, 2000). This step includes the capability of readers to combine information in a text and describe in their own words what the story is about. Summarizing is very essential because it can support readers to recall the story quickly, make readers more attentive of text structure and the important information in a story, and tell readers how notions in the story are connected.

H. Reviews of Previous Study

These are some relevant studies that related to this study. The first is journal by Amsiana (2014) entitled “Teaching of Reading Comprehension of Narrative Through Short Story and Picture Series”. The aim of this research were to find out if there was any significant difference in the improvement in narrative text between students’ who are taught trough picture series and short story and which technique is more effective in improving students reading. The sample of this research was class X2 and X3 of the first grade of SMAN 1 Purbolinggo in the year 2014/2015. This research applied pre-test and post-test experimental group design with the instrument was reading test and questionnaire. The result of study showed that there is a significant difference on students’ reading comprehension since ($p < 0.05$, $p = 0.00$). the total score of post-test in experimental class one was 2232 and experimental class two was 2086, it is mean that experimental class one was higher than experimental class two. The average in post-test experimental class one 74.43.

For the second is Nurhayati (2014). She writes the journal entitled “Using Picture Series to Inspire Reading Comprehension for The Second Semester Students of English Department of IAIN Tulungagung.”. In her research, she conducts the action research in the classroom and she is helped by her colleagues. In collecting the data, the researcher uses observational technique supported with tests. In analyzing data, it was used t-test non independent, the researcher uses the observation, questionnaire, interview, students’ work supported with the video recording and photograph, then also

compares the result of the students' pre-test and post-test to answer the research questions. There is significant improvement in the result of pre-test and post-test of cycle 1 and 2. In cycle 1, t_0 (6.89766) is higher than t_t (1.73) and in cycle 2, t_0 (10.8622) is also higher than t_t (1.73). From these two results, therefore, H_0 is rejected and the alternative hypothesis (H_a) is accepted. By retelling the ideas and summarizing the text using interesting media especially picture series can increase the students' motivation in reading class specially to improve their reading comprehension.

From the previous research above, it can be seen that these researchers have similarity in this study. The previous study and present study use the similar medium that is picture. The differences are the previous study using picture series and then for this study the researcher use pictorial story.

CHAPTER III

RESEARCH METHOD

This chapter presents the method used. It deals with research design, population and example, the instrument of the study, treatment, data collection, and the last is the data analysis.

A. Research Design

This study aims to research students' reading skills in understanding narrative texts using pictorial story. To gain the objectives of the research, the researcher conducts quasi experimental research design. In this case, the researcher wants to investigate is pictorial story effective for teach reading comprehension. So, the researcher chooses quasi-experimental research design to achieve the objectives in the study. McMillan and Schumacher (2006) state that quasi experimental research is good design of the research because while not true experiments, it provides reasonable control over most sources of invalidity.

This research uses quasi-experimental research design with nonrandomized pretest – posttest to investigate whether or not the implementation of pictorial story gives significant effect on the students' reading narrative text. Ary, Jacobs & Sorensen (2010) has stated, quasi-experimental design is a design where the researcher could control the treatment but could not randomly assign the subjects of the treatment. The researcher uses quasi – experimental design because this research conducted

in a school that the groups were already organized in the class itself or in daily normal teaching.

Table 3.1

The research design of nonrandomized pretest – posttest

Group	Pre-test	Independent variable (The treatment)	Post-test
Experimental	Y1	X	Y2
Control	Y1	-	Y2

Where:

Y1 : Pre – test on dependent variable

Y2 : Post – test on dependent variable

X : Treatment which will be given to both groups (experimental group taught using pictorial story, meanwhile control group will be taught using traditional technique).

In experimental research, there were two variables, independent variable and dependent variable. If a variable was able to give change to another variable, it was called an independent variable, but if it was the consequence of another variable, it was the dependent variable Ary, Jacob, Rajavieh, & Sorensen (2006). In this research, the independent variable is the implementation of pictorial story and the dependent variable is the students' reading of narrative text.

B. Population and Sample

The population of this study are the first grade students at M.A Al-Bairuny Sambongdukuh Jombang. The total number of the population is about 86 students and it is divided into four classes. Two classes for IPA and two classes for IPS class. The researcher uses IPA class that distributed into two classes that include 38 students. Each class there are 19 students. The aim of sampling is to construct a sample that can represent the entire population.

C. Instrument

Before collecting data, the researcher must use instrument to get the better data. The instrument of the research is a tool or facility that is used by the researcher for collecting data in order to get better result. In this study the researcher conducted test (pre-test and post-test) as an instrument. The test is adopted from Fatuni'mah (2015). In her research she gives 35 questions for trying out by the students to know the validity, reliability, degree of difficulty and discriminating power before she conducted pre-test and post-test. For the validity she got 20 items that showed r_{xy} (the correlation of score each item) > r-table. And for reliability she got 20 items that showed r_{11} (the total reliability test) > r-table. For the degree of difficulty there were 5 items were considered to be easy, 29 items were considered to be medium, and there were 1 item was considered to be difficult. Then for the discriminating power there were 7 items which considered being good, 22 items were satisfied and 6 items were poor. The result is there are 20 questions accepted to be used in

pre-test and post-test. So, based on the analysis from the Fatuni'mah's research above there were 20 items were accepted to be used in pre-test and post-test. The question all are multiple choices in A, B, C or D options. The two kinds of tests were used by researcher in this research, they are:

1. Pre-test

The pre-test is given in the beginning of attending class to ensure the equivalency of the control and the experimental group before conducting the experiment. The complete pre-test can be seen in Appendix 5.

2. Post-test

The post-test is given in the end of the treatment in order to see if there are any statistically significant difference in the teaching of narrative text writing through picture sequences. The test in the post-test is like the test in the pre-test. The complete post-test can be seen in Appendix 6.

D. Treatment

After give pre-test, the researcher gives treatment for the student. The treatment is different between the experimental group and control group. For control group the students just learn narrative text through short story (Non pictorial story) and for the experimental group learn narrative text use pictorial story. The students study English once a week. The treatment for experimental group is given two weeks or two meetings, each meeting is done for about 90 minutes.

Table 3.2**The activities during Treatment**

STAGES	ACTIVITIES	
	Experimental group	Control group
Pre-teaching	a. Greeting b. Getting class attention c. Explain about narrative text d. Give the pre-test	a. Greeting b. Getting class attention c. Explain about narrative text d. Give the pre-test
Main Teaching	e. Explain the material of narrative text f. Give instruction to read pictorial story of narrative text g. Ask the student to retell the text	e. Explain the material of narrative text f. Give instruction to read the text story of narrative text g. Ask the student to retell the text
Post-teaching	h. Giving evaluation give the post test i. Review what have learned j. Closing	h. Giving evaluation give the post test i. Review what have learned j. Closing

Table 3.3**Schedule of Activities during Research**

Meeting	Stages	Topic	Control Group	Experimental Group
First	Pre-test	Narrative Text	April 21, 2019	April 21, 2019
Second	Treatment I		April 28, 2019	April 28, 2019
Third	Treatment II		May 05, 2019	May 05, 2019
Fourth	Post-test		May 12, 2019	May 12, 2019

E. Data Collection

The data for this study was obtained from the students' scores on reading narrative text in pre-test and post-test. There are some steps used in collecting the data of this study. The first is giving pre-test. After getting the population, the sample is taken by choosing two classes from the population, one for experimental group and the other for control group. Then both groups are given pretest to do exercise that consist of multiple choice question. There are 20 question that must be answer. The text given for experimental group and control group. The pre-test aims to measure students' understanding in learning narrative text at first. The pretest appears to be a good measurement of the students' achievement in reading before they get any treatment.

The second is giving treatment Both of groups (Experimental and Control Group) are taught with different techniques. The experimental group will be given the treatment by using pictorial story and control group will be treated without using pictorial story. And for the last is giving posttest. After the treatment, a posttest is given to the students of both groups. The test was used to know how the students' reading comprehension ability after they were given the treatments using pictorial story media. Similar to the pre-test, in the post-test the researcher used of the multiple choices. The questions had similar difficulty with the pre-test, and each item of the test related to the material that the students have learnt. The post- test was given in the last meeting. There are 20 question that must be answer.

F. Data Analysis

After collecting the data, the researcher need to analyze them in order to determine whether the experimental group achieved better result than the control group or not and also to find out whether the null hypothesis is accepted or not. Here, the researcher uses ANCOVA to analyze the data, because the results from ANCOVA can answer question in the research problem. The mean score of pre-test of both groups be calculated to know whether there are significant differences in reading narrative text between experimental and control group before they got any treatment. In addition, the mean score of the post-test from both groups are compared to know the effect of pictorial story in teaching reading narrative text. The data of this study are computed ANCOVA as recommended by Ary, Jacob, Rajavieh, & Sorensen (2006).

Analysis of covariance (ANCOVA) is a procedure by which statically are made to dependent variable, these assessments are based on the correlation between dependent variable and another variable, called covariate study, the ANCOVA was calculated through SPSS.