

TEACHING STUDENT'S READING COMPREHENSION THROUGH PICTURE OF NARRATIVE TEXT

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Abstract

This research aims to find out the benefits of teaching reading comprehension through picture of narrative text and to find out the problems of teaching reading comprehension through picture of narrative text. The researcher used qualitative method by using observation, interview and documentation to collect the data. During the study, the researcher employed three steps of actions. The first action is to observe the students and teachers and the last action is to collect documents from the teacher. The result shows that the benefits of pictures motivate the students to read, help students in learning, useful in teaching and learning process makes students easily to do exercise and improve students' standard completeness score which stated as KKM 76. While the problems is the story of the text which is too unfamiliar; the students get difficulty in thinking, they do not understand the meaning of the text, unfamiliar words, and they have a poor reading technique. The main cause of the problems is the lack of vocabulary.

Keywords: *reading comprehension, narrative text, and picture*

INTRODUCTION

Language is the most important aspect of human life in general, since people need to interact with each other. Language introduces itself as a means of communication that can create good relationships and also open up many good opportunities in people's lives. For this reason, English is one of the important languages that are usually studied in the school, and it is now becoming an important subject. Many people particularly students from Indonesia should very well learn English. Furthermore, the other factor is that English is an international language and that makes English very useful worldwide.

For this reason, the main goal or intention of teaching English at school is

to give the students a good ability to communicate in either written or spoken English. Therefore, when the students learn English, they need to know the four skills in English and they are speaking, listening, writing, and reading. Those skills are really important to English learning. Unfortunately, most students in Indonesia have some reading difficulties because they have to comprehend the long text without understanding its context.

Reading is one of the English competencies that students need to learn. It is one way of learning for students to improve their abilities and knowledge. Reading is a complex skill involving some simultaneous operation (Patel M and Jain 1995). Alan Cunningsworth also stated that reading is one of the activities that can be done quickly and without any equipment by students outside the classroom (Cunningsworth 1995).

English, as a foreign language in Indonesia, has been studied for a long time, from elementary school to high school. However, there are still many students who cannot use the proper English. One of the problems detected was such as they have poor reading comprehension, especially in understanding texts. The reading ability plays a central role in teaching and learning success at all education stages (Riswanto et al, 2014). It is because most of the teaching and learning material is in written form.

According to Setiyadi, that the teacher considerably needs to provide the students with the right techniques so that they are optimally engaged in studying. One of the successful keys in the teaching-learning process may depend much on the method or strategies the teachers employ in the classroom (Setiyadi 2006). Facing the problem above, the teacher must attentively find alternative ways to solve the problem. They must also consider interesting techniques or use exciting media to make students comfortable to understand. Basically, in the teaching of reading, there are some media and techniques which are useful for students' reading comprehension. One of the media is the picture. Picture comprises of graphic art for reproduction that told stories through the use of both pictures and words. The picture is made of a comprehensive study of the imaginative process

in the students. It adds that among the methods employed was the collection of stories that were in response to the picture (Kunzle 1973).

Based on pre-observation, when the researcher was still in the Program Pemantapan Lapangan (PPL II) in MTs Negeri 1 Manado, the researcher observed the teaching reading in this school. The researcher found that MTs Negeri 1 Manado is the school that applied the picture in teaching English, especially in teaching reading. According to the teacher, the picture was applied when the teacher came to teach in this school in 2003. Therefore the research is needed to see how the process of learning English in students' reading comprehension at MTs Negeri 1 Manado.

Based on the brief description above, this study aims to find out the benefits of teaching reading comprehension through picture of narrative text and to discover the problems of teaching reading comprehension through picture of narrative text.

RESEARCH METHOD

This study applied with a qualitative research method. Qualitative research is concerned with the development and explanation of social phenomena. It aims to help in understanding the social world in which we live and why things are the way they are. The researcher utilized qualitative research to gain information from the research question that is asked in-depth and extensively. Qualitative research is research using methods such as participant observation or case studies, which result in a narrative, descriptive account of a setting or practice (Todorova et al 2014). This study is a case study that explores a problem with specific limitations, has in-depth data collection, and includes various sources of information. This research is limited by time and place, and cases studied in the form of programs, events, activities, or individuals (Lincoln Y & Denzin 2005).

The participants involved in this study were 10 students and one teacher at IX B Class of MTs Negeri 1 Manado. The data collected by the researcher, the data divided into two types, as follows: Primary Data and Secondary Data. Primary data were obtained directly through observation in the learning process

and interview with related parties, teachers and the students on IX B MTs Negeri 1 Manado while Secondary data is obtained indirectly from research data such as the documentation, literature review such as lesson plans and teaching materials. In analyzing the data, the researcher employed the flow model. The flow model proposed by Miles and Huberman consists of three components, namely: data collection, data reduction, data display, and verification (Sugiyono 2016).

This research had several stages being reported. The researcher presented the stages as follows: The researcher conducted a preliminary observation at MTs Negeri 1 Manado. The researcher identified the methodology and population of the research. The researcher prepared the instrument of the research, such as the interview sheet, observation sheet, and field notes. The researcher collected the data from the research location. The researcher analyzed and interpreted the data. The research reported the findings and conclusions.

RESEARCH FINDINGS AND DISCUSSION

Findings

The narrative text learning started in January 2020 because it refers to the curriculum. In relation to observation, the researcher used field notes as additional data in the learning process of students reading comprehension. It was explained that the class started at 10:20 after lunch, the students came on time, the teacher prepared the class, and she called one student to turn on the projector. Then, the class leader recited the prayer before the lesson began. Meanwhile, the teacher checked the attendance list of students. At that meeting, all students attended the class. When the learning started, the teacher reviewed the previous materials. Then the teacher gave brainstorming to enter into advanced learning. The teacher started by introducing the subject; she explained what a narrative text was. The teacher gave examples of confusing words that students never know. Then the teacher appointed one student to spell the word.

Furthermore, the teacher went into the discussion by explaining the text in the book. The students listened properly or paid attention fully when the teacher explained the narrative text also the type of narrative text. Because that was the

first time they learned the narrative text. During this study, the teacher focused on the fairy tale and fable as a type of narrative text. The teacher divided the text into two texts.

The first narrative text was Golden Cucumber (fairy tale) as an introduction. From the text, and then the students must answer the text correctly because the generic structure of the text was random. After that, the teacher asked the confusing word which students found in the text. Then she asked several students to spell the word in order the students felt more confidence when they read the text in front of the class.

The second narrative text, the teacher used the picture on the story of The Fox and the Stork (fable). The students studied very seriously because this text was random, like the story before, and they must answer the structure of this text correctly again. Then the students felt very enthusiastic in studying narrative text by using pictures because the picture helped them to describe the events that occur in sorting the events according to the flow. They were very excited about the picture because several students did not know about the story of the Fox and the Stork.

Some of the students enjoyed learning the narrative text by picture. It can be seen during the learning; several students made any noise in the class because few students have a previous knowledge like a watched the video or read the story of the Fox and the Stork previously. And then, several students asked a question to the teacher when they did not understand the words of the story. Meanwhile, another student used their dictionary to find out the meaning of new words that they got in the text. Also, the classroom was comfortable made the students focus on the study because the classroom was facilitated by what the teachers needed as media in the teaching process.

Based on the interview, the researcher used a phone as a media to record the data from students and the teacher. The researcher did the interview twice. The first interview was conducted with ten students on IX B on Saturday, January 18, 2020, and the second with the teacher on Wednesday, January 22, 2020. There

were nine questions that the researcher asked the students and twelve questions to the teacher.

The researcher figured out the answer from the students and the teacher about the benefits and the problems of teaching reading comprehension through picture of narrative text. Some students said that reading is process to get more knowledge and several students felt they did not interesting in reading because of nothing that made students interested in reading.

When researcher asked about learning reading using pictures, most of students are interested to learn. From the interview statements, most of students like the picture such as story of narrative, animal, myth, and fairy tale which contained in narrative text. The picture is one of the visual aids as a technique in teaching English reading junior high school. The picture motivated the students because the young students were very imaginative.

Researcher also asked about the difficulties in narrative text. Most of students said that they are difficult to understand narrative because they lack of vocabulary to understand the text. From the students' statement, it can be conclude that the most difficulties that student found is about lack of vocabulary. It is impacted to their comprehend in reading the text because vocabulary is the basic that very important in learning English.

The statements of students when researcher asked about their opinion in using picture while reading narrative text. Some of student said that the picture can help student to understanding the text. If the teacher gives them a question about the text, they can easily to answer if the reading text has pictures to explain the text. The students also said picture can make them interested to reading a text because it is colorful.

Teacher said that picture is a media to retrieval the knowledge that students have. In order to be able to activate their knowledge, try to use pictures because the purpose of these pictures for enable the students' knowledge and make it easier for them to understand the information from the narrative text by giving pictures, because it makes it easy for students to understand information from a reading text or understand the meaning of vocabulary, understanding in

comprehending text or in knowing the meaning of one word. Teacher has used pictures many times during my teaching, she has been teaching since 2003 from the previous curriculum (KTSP) to the curriculum 2013 revised (now). She has used picture a lot of times in teaching, so the use of pictures is not based on the curriculum per curriculum but on the ease of how students catch the material so when it is easy for students she use it.

Teacher added that this method is very suitable. That is because in language learning especially in narrative texts they get new vocabulary which when given a picture of the text makes it easier for students to understand the reading given. In ninth grade at MTs Negeri 1 there are three kinds of text, report text, procedures text, and narrative text. In narrative is too difficult for the students to understand because in narrative the text is too long and used a lot of new vocabulary different with procedure text, the text just too short while report text just an information.

Based on documentation that researcher took such as documentation, lesson plan and teaching materials. In lesson plan, the learning objective is Students can deduce the intent of the text Narrative (The Fox and the Stork), and the students determine the linguistic features (use of past verb forms) of the text discussed. It is same in observation that researcher observed when teaching and learning process in classroom. The teaching steps in lesson plan are similar with the observation. There are introduction, whilst activities, post activities and assessment. The teaching material that teacher used are also appropriate for the age of students and the lesson plans in classroom

Discussion

Based on the observation, the picture in learning has been used at MTs Negeri 1 Manado. The media (picture) is used in teaching speaking and reading. According to the teacher, as long as she taught at the school, she applied her teachings through pictures on reading comprehension, since 2003 until now. From the KTSP curriculum to the 2013 curriculum revision, the picture did not depend on the curriculum but the needs of students. For example, the main subject is a

narrative text. Then we choose the text ourselves followed the stock of vocabulary of students. So, when they have a lack of vocabulary, the pictures are useful.

The purpose of this method was to help the students in learning. The students can take more concentration if there is something that made them interested. Therefore, the picture is one of the media that can make students interested in learning. It could assist the students in catching the meaning from the text due to the imaginative pictures. The class also supported the method because of the facilitations available such as projector liquid crystal display (LCD) to display the picture. The learning more excited; it is made the material different rather than books.

In relation with studying narrative text, the teacher was more emphasized the pictures on orientation and complication as the generic structures. She said the reasons were about to help the students recognize and identify the character from the text. Then, to display the main problems, more specific when the problems began to emerge.

The teachers' divided the text into two texts. The first text was the golden cucumber for the introduction. The students were interested in the subject. It was shown in the learning process. They focused on listening to the teachers' explanations. Then the teacher appointed several students to spell the new vocabulary from the text. When the teacher distributed the exercises to correct the structure of the text, some students confused about answering it. During the situation, the teacher has not used pictures.

The second text was The Fox and The Stork. The pictures applied in this situation. They were very excited about the picture because several students did not know about the story. The use of pictures in this teaching gave the students visualization about the content of the text. Then they felt interested and enthusiastic in studying narrative text because the pictures help them describe the events that occur in explained the events based on the generic structure. It is shown when they do the exercise. For some students, it is easy to do that because they had previous knowledge or was read the story in Bahasa Indonesia version or have seen the movie of the story.

In the classroom, the students interested in this method because they used to learn by using pictures in learning English, especially in learning to read, speak, and write. In the reading technique, they applied their technique like reading a text in Bahasa Indonesia, but they just applied the technique such scanning. They were used in daily life unconsciously because they did not understand about the technique.

Based on the research question, in general, the picture motivated the students to read. The picture also helped the students in the learning process. It shows on the students' answer they stated that the pictures very useful. They were motivated to read the text. The picture helped them to describe the meaning. Then made them to more thinking and imagine the storyline. Their reading comprehension has improved it shown in the teacher assessment, where their score is above of KKM (Kriteria Ketuntasan Nilai) 76. Symonds said that pictures is made of a comprehensive study of imaginative processes in children (Symond. Percival M 1999). In addition, Shores also said that the benefits of pictures could stimulate expression, develop understanding, add spice, and variety to the verbal lesson, and provided opportunities for individual or group study (Shores 1960) .

However, there were problems faced by the students; those are:

1. The story of the text too unfamiliar.
2. They got difficulties thinking.
3. They did not understand the meaning of the text.
4. Some words were difficult to understand for the student.
5. Poor reading technique.

To sum up, not all students interested in reading it shows in the interview. In general, the main problem faced by the students is they get bored.

The cause of difficulties obtained by students was less the vocabulary that impacted their comprehension. They only understood the broad outline of the text. They did not have a chance to read English text either at home or in the English lessons.

CONCLUSION

The benefit of teaching students reading comprehension through picture narrative text is similar with shore's theory that the picture stimulated the students to read the text, then there were the benefit from the observation: Motivated the students to read, Helped students in learning, Useful in teaching and learning process, Made students easily to the exercises, Improved students' standard completeness score which stated as KKM 76.

From the interview with the students and the teacher, the researcher found that there were problems of teaching reading comprehension through picture of narrative text who faced by the students. Such as the story of the text too unfamiliar; the students got difficult thinking, they did not understand the meaning of the text, some words were difficult to understand for them, and they have a poor reading technique. Therefore, the cause of difficulties obtained by students was less the vocabulary that impacted their comprehension.

This research certainly requires further research to find appropriate techniques in teaching student's reading comprehension. In addition, media is one of the techniques. Then, there is picture as a media. Hopefully this research may contribute as early information to conduct further research.

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