



***PICTORIAL STORY TOWARD THE STUDENTS' ABILITY IN READING NARRATIVE
TEXT IN SMP NEGERI 7 PADANGSIDIMPUAN***

**(CERITA BERGAMBAR TERHADAP KEMAMPUAN SISWA DALAM MEMBACA
TEKS NARASI SMP NEGERI 7 PADANGSIDIMPUAN)**

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Abstract

The factors that affect students' ability to read narrative text are motivation, teacher quality, infrastructure, teaching and teaching materials methods that use narrative text reading strategies. Class VIII students of SMP Negeri 7 Padangsidimpuan have low understanding in reading narrative text. This study aims to see the effect of using pictorial stories on students' ability to read narrative texts in class VIII of SMP Negeri 7 Padangsidimpuan. This research uses quantitative methods. Based on the results of the test analysis, it was found that the average number of students' ability to read narrative text before using the story was 79.5 and it was included in the "Good" category. The students' ability in reading narrative text after using the story was 82.75 and it was included in the "Very Good" category. After calculating and analyzing the data with the T-test, it was found that the T-observation was 2.518 and the t-table was 1.684 with a significant level of 5% (0.05). T observation is higher than T table ($T_0 > T_t$) ($2.518 > 1.684$). This shows that there is a significant effect of the use of picture stories on the ability to read narrative text of students in class VIII SMP N 7 Padangsidimpuan.

Keywords: Pictorial Story, Narrative Text

Abstrak

Faktor-faktor yang mempengaruhi kemampuan siswa dalam membaca teks naratif adalah motivasi, kualitas guru, sarana prasarana, metode bahan ajar mengajar dan mengajar yang menggunakan strategi membaca teks naratif. Siswa kelas VIII SMP Negeri 7 Padangsidimpuan memiliki pemahaman yang rendah dalam membaca teks naratif. Penelitian ini bertujuan untuk mengetahui Pengaruh Penggunaan Cerita Bergambar terhadap Kemampuan Siswa dalam Membaca Teks Naratif di Kelas VIII SMP Negeri 7 Padangsidimpuan. Penelitian ini menggunakan metode kuantitatif. Berdasarkan hasil analisis tes, diperoleh jumlah mean dari kemampuan siswa dalam membaca teks naratif sebelum menggunakan cerita gambar adalah 79,5 dan termasuk dalam kategori "Baik". Kemampuan siswa dalam membaca teks narrative setelah menggunakan cerita gambar adalah 82,75 dan termasuk dalam kategori "Sangat Baik". Setelah dilakukan perhitungan dan analisis data dengan T-test, ditemukan bahwa T- observasi adalah 2,518 dan t tabel adalah 1,684 dengan tingkat signifikan 5 % (0,05). T observasi lebih tinggi dari T tabel ($T_0 > T_t$) ($2,518 > 1,684$). Hal tersebut menunjukkan bahwa Ada pengaruh yang signifikan dari penggunaan cerita bergambar terhadap kemampuan membaca teks naratif siswa di kelas VIII SMP N 7 Padangsidimpuan.

Kata kunci: Cerita gambar, Tesk naratif

INTRODUCTION

Learning language skills aims to complement communication. Language skills can be categorized into two major parts, namely input and output skills. Language input skills are reading and listening skills and language output skills are speaking and writing skills. Input means receiving information while output means producing. Of the four language skills, reading is one of the most important skills for most students because it can help students find information about general knowledge or school subjects.

Through reading students can improve their own knowledge, experience and develop new concepts and broaden their thinking horizons. This is necessary to ensure continuous personal growth and adapt to a changing world. So the ability to read is categorized as an important skill in learning English.

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Aminah (1993) believes that an English teacher can use some techniques in presenting the reading materials so the students will be interested. Teacher also can help them understand the meaning of the words written in the given text.

Symond in Rahmawati (2010) states that illustrated stories are made based on a comprehensive study of the imaginative process. Wright in Rahmawati (2010) also states that stories are motivating, rich in language experience, and inexpensive. He also said that all elementary school teachers, whether teaching their mother tongue or foreign language, should make storytelling a core part of language learning. This shows that teaching reading using picture stories is

very effective in building students' imagination, interest, and motivation.

In reading narrative texts, students must learn the purpose and methods of narrative to understand the narrative framework and relieve frustration while reading. When students know the elements of a narrative, it will be easier for them to follow the storyline and make correct predictions about what will happen. In addition, understanding these elements can develop higher order thinking skills. For example, the complexity of the plot related to cause and effect, and understanding of the characters in the story.

According to Kathleen T. McWhorter (1992:262), students need to follow these steps when reading narrative text: Establishing the setting by determining when and where the event takes place, paying attention to how the story is told and who tells it. The perspective or point of view of the person dealing with the event is often important. This can be seen beyond the specific event to its overall meaning.

Pradana (2015) finds that The habit of reading short stories in English can be promoted as a way to meet the demands of the curriculum in developing students' abilities in writing narrative texts. The teacher only asks students to have real experiences by motivating them to read various types of short stories in English so that they can collect their ideas in writing narrative texts.

There are several factors that influence students' ability to read narrative texts, namely: motivation, teacher quality, infrastructure, teaching materials learning methods using narrative text reading strategies. The problem that arises in class eight of SMP Negeri 7 Padangsidempuan is students have low understanding in reading narrative texts. This is indicated by the following indicators: students have difficulty identifying the setting of place and setting of time in narrative texts; students have difficulty capturing the main

idea of each paragraph in the narrative text; students have difficulty identifying the generic structure of narrative text.

The problems above cause students' reading ability is still lacking. Because these problems can more or less be caused by information and knowledge taken by students from several written sources. Some of problems in the learning of reading narrative text in SMP Negeri 7 Padangsidempuan are important to solve. One of alternative solution is by using picture story.

RESEARCH METHOD

This study uses a quantitative method which consists of several research methods, namely descriptive, comparative, correlational, and experimental, etc. However, the researcher will use a descriptive method. Researchers will use this method because the descriptive method is able to make a systematic, factual, and accurate description of the facts and characteristics of the population.

After doing the research, the researcher got the research findings data obtained by using the experimental class test and the control class after doing different treatments on the learning process in both classes. The implementation of this research was divided into two classes, namely the control class (VIII 2) and the experimental class (VIII 3). Before the activity is carried out, the authors determine the material and lesson plans. Learning in the experimental class is done by using picture stories, while in the control class using non-picture stories in reading narrative texts. The test

No	Students' Initial Name	Pre test	Post test
1	AD	70	80
2	AA	58	74

is given before (Pretest) and after (Posttest) students follow the learning process that has been given by the author. The researcher analyzes it to prove the truth of the hypothesis that has been formulated after the data has been collected. However, before the analysis was carried out, the researcher first assessed the results of the tests that had been given to students. The questions given to students consist of 10 reading test questions.

FINDINGS AND DISCUSSION

Before analyzing the data, the researcher first took the initial data from the pretest scores of the control class and the experimental class. After the control class and the experimental class carried out the learning process, then both classes were given a posttest. The posttest results were then analyzed. In this chapter, the researcher wants to know the effect of these two variables, namely using picture stories as variable X and reading narrative text as variable Y.

Data of Control Class in Reading Narrative Text

Control class before using picture stories showed that the results of the pre-test, high 70, low 50 with a score range between 70 and 50 is 20. While in the post-test, high 84, low 68 with a score range between 84 and 68 is 16. Data analysis, both data calculations and raw scores , can be described as follows:

Table 4.1
The Score Pre-test and Post-test of Control Class (VIII-2 Clas

3	AS	60	74
4	AT	68	83
5	AZ	65	81
6	BN	69	78
7	CP	59	68

8	DH	68	84
9	FH	62	78
10	HS	69	78
11	IH	68	84
12	IK	64	80
13	IS	69	78
14	LI	64	80
15	MR	70	84

The text in the control class was 1590.

Based on the table 4.1 above, the following tables 4.3 was the different scores between pre-test and post-test in control class can be seen below:

Table 4.3
The Different Score between Pre-test and Post test in Control Class

No	Students' Initial Name	Pre-test (T1)	Post -test (T2)	T2-T1 (X2)
1	AD	71	80	9
2	AA	58	74	16
3	AS	60	74	14
4	AT	68	83	15
5	AZ	65	81	16
6	BN	69	78	9
7	CP	59	68	9
9	DH	62	78	16
10	FH	69	78	9
11	HS	68	84	16
12	IH	64	80	16
13	IK	69	78	9
14	IS	64	80	16
15	LI	75	84	9
16	MR	70	80	10

16	NHH	70	80
17	NH	70	84
18	RS	69	78
19	SH	70	84
20	SN	70	80
TOTAL		1348	1590

The students' score of post-test in reading narrative

17	NHH	74	84	8
18	NH	69	78	9
19	RS	76	84	8
20	SH	70	80	10
TOTAL		1348	1590	240

Data of Experiment Class Using Picture Story

Experimental class after using picture stories showed that the results of the pre-test, high 75, low 53 with a score range between 75 and 53 is 22. While in the post-test, high 90, low 69 with a score range between 90 and 69 is 21. Data analysis, both data calculations and raw scores, can be described as follows:

Table 4.5
The Score Pre-test and Post-test of Experimental Class (VIII-3 Class)

No	Students' Initial Name	Pre test (T1)	Post test (T2)
1	AD	74	84
2	AA	62	80
3	AS	74	85
4	AT	61	80
5	AZ	74	85
6	BN	64	76

7	CP	66	84
8	DH	74	85
9	FH	63	75
10	HS	74	84
11	IH	62	80
12	IK	60	78
13	IS	71	90
14	LI	58	69
15	MR	72	90
16	NHH	63	81
17	NH	72	90
18	RS	78	88
19	SH	62	81
20	SN	71	90
TOTAL		1355	1655

7	CP	66	84	18
8	DH	74	85	11
9	FH	63	75	12
10	HS	74	84	10
11	IH	62	80	18
12	IK	60	78	18
13	IS	71	90	19
14	LI	58	69	11
15	MR	72	90	18
16	NHH	63	81	18
17	NH	72	90	18
18	RS	78	88	10
19	SH	62	81	19
20	SN	71	90	19
TOTAL		1355	1655	300

The students' score of post-test using picture story in reading narrative text in the experimental class was 1655.

Based on table 4.5, the following table 4.7 the difference in scores between pre-test and post-test in the Experimental Class which can be seen below:

Table 4.7

The Different Scores between Pre-test and Post-test in Experimental Class

No	Students' Initial Name	Pre-test (T1)	Post-Test (T2)	T2-T1 (X1)
1	AD	74	84	10
2	AA	62	80	18
3	AS	74	85	11
4	AT	61	80	19
5	AZ	74	85	11
6	BN	64	76	12

SD Variable X (experimental class)

$$SD\ x\ or\ SD1 = \sqrt{\sum (X1 - X1)^2}$$

N1

$$SD\ x\ or\ SD1 = \sqrt{284}$$

20

$$SD\ x\ or\ SD1 = \sqrt{14,2}$$

$$SD\ x\ or\ SD1 = 3,76$$

$$SD\ x\ or\ SD1 = 4\ (Rounded)$$

4.2 The Hypothesis Testing

To test the hypothesis, it is needed the data analysis as follows:

$$SD1 = 4$$

$$SD2 = 3,3$$

$$N1 = 20$$

$$N2 = 20$$

$$M1 = 82,75$$

$$M2 = 79,5$$

$$X1 = 300$$

$$X2 = 240$$

$$X1 = 15$$

$$X2 = 12$$

$$(X1 - X1)^2 = 284$$

$$(X_2 - X_2)^2 = 218$$

Therefore, the following form was implemented to get the standard error mean variable X1 by formula as follow :

$$SEM_1 = SD_1 \sqrt{N-1}$$

$$SEM_1 = 4 \sqrt{20 - 1}$$

$$SEM_1 = 4 \sqrt{19}$$

$$SEM_1 = 4 \cdot 4,35$$

$$SEM_1 = 0,919$$

From the description of score form was implemented to get the standard error mean variable X1, the writer concluded that the 1 from the 20 students was fail or has the score under of KKM (75).

And the following form was implemented to get the standard error mean variable X2 by formula as follow:

$$SEM_2 = SD_2 \sqrt{N - 1}$$

$$SEM_2 = 3,3 \sqrt{19}$$

$$SEM_2 = 3,3 \cdot 4,35$$

$$SEM_2 = 0,758$$

$$SEM_1 = SD_1 \sqrt{N-1}$$

$$SEM_1 = 4 \sqrt{20 - 1}$$

$$SEM_1 = 4 \sqrt{19}$$

$$SEM_1 = 4 \cdot 4,35$$

$$SEM_1 = 0,919$$

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$$SEM_2 = 3,3 \cdot 4,35$$

$$SEM_2 = 0,758$$

From the description of score form was implemented to get the standard error mean variable X2, the writer concluded that the 3 from the 20 students was fail or has the score under of KKM (75).

Furthermore, the following formula was implementing to find out the standard error between M1 and M2 :

$$SE_{M1M2} = \sqrt{SEM_{12} + SEM_{22}}$$

$$SE_{M1M2} = \sqrt{(0,919)^2 + (0,758)^2}$$

$$= \sqrt{0,8445 + 0,5745}$$

$$= \sqrt{1,419}$$

$$= 1,191$$

To test the hypothesis, the formula of t-test and t-table was applied.

Next, the result above was applied to test the hypothesis.

$$T_0 = M_1 - M_2$$

$$SEM_1 - SEM_2$$

$$T_0 = 15 - 12$$

$$= 1,191$$

$$T_0 = 3 \cdot 1,191$$

$$T_0 = 2,518$$

After measuring the data above, using the t-test formula, the t-observe value is 2.518. The author concludes that from the results of the standard error between M1 and M2 is 1.191 and the above results are used to test the hypothesis is $T_0 = 2.518$. Then, after looking for the t-table as the basis for calculating the critical degrees of freedom (df) with a significant level of 5% (0.05), the calculation results show $df = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$. df 38 is not listed in the t-table, the nearest d is 40. In the t-critical row, it is 1,684. The facts show that: $T_0 > T_t$ ($2,518 > 1,684$). Shows that the hypothesis is accepted. It means "There is a significant effect of the use of illustrated stories on the ability to read narrative texts of class VIII SMP Negeri 7 Padangsidempuan".

DISCUSSION

In this study, the researchers found that students' ability to read narrative texts before being given a strategy was good and students' ability to read narrative texts after using picture stories as a strategy was very good. The author observes that the implementation of learning to read narrative texts using picture stories is done by giving assignments to students to read a text. The results of the study, the authors

found that students were only still confused in explaining the generic structure of narrative texts, making story conclusions based on pictures and also experiencing some difficulties in arranging events into good stories. In connection with the above explanation, reading is one of the important skills that must be taught first to students, especially grade VIII students of SMP N 7 Padangsidimpuan. Based on the writer's observation to the teacher, she has difficulty in teaching reading in class.

There are several difficulties faced by students in reading activities such as; most of the students have difficulty reading the text, they have low motivation in learning English especially in reading the text. In this opportunity, the researcher will observe how the teacher teaches reading narrative text. The researcher identified how teachers teach reading narrative texts, what strategies or how teachers use strategies in reading narrative texts and how to solve them, because teachers' performance is considered can affect their grades. Therefore, they cannot pass the exam if their reading text is below average and not improved.

The purpose of this technique is to improve the students' reading ability in narrative texts. It can be concluded that illustrated stories are suitable for improving students' reading skills in narrative texts, especially for grade VIII students of SMP Negeri 7 Padangsidimpuan.

CONCLUSION

Based on the result, the writer made conclusion as follows:

The students' ability to read narrative texts before being given a strategy was good. This can be seen from the score of the control class students on the posttest getting a score of 79.5. The author concludes that the ability of students to read narrative texts (control class) is able to apply narrative text learning has a positive effect on improving reading skills

in English learning materials in reading narrative texts in class VIII students of SMP Negeri 7 Padangsidimpuan.

The students' ability to read narrative texts after using picture stories as a strategy is very good. This can be seen from the score of the experimental class students on the posttest getting a score of 82.75. The author concludes that the ability of students to read narrative texts using picture stories (experimental class) is able to apply narrative text learning using picture stories proven to have a positive effect on improving reading skills in English learning materials in reading narrative texts and proven to increase the activity and interest of the learning process. reading skills in English learning materials in reading narrative texts using picture stories in class VIII SMP Negeri 7 Padangsidimpuan.

Based on the findings above, learning to read narrative texts using a picture story strategy at SMP N 7 Padangsidimpuan has increased significantly. The result is that students who are taught to use the picture story strategy are more successful in reading narrative texts than those who are not taught to use the picture story strategy. This can be seen from the students' scores in the control class and the experimental class on the posttest scores. So it means that the hypothesis is accepted. In other words, "There is a significant effect of the use of illustrated stories on the ability to read narrative texts of class VIII students of SMP Negeri 7 Padangsidimpuan".

There are many strategies or learning methods that can be used in improving the quality of teaching and learning. One of alternative methods that can be used is using picture stories in learning to read and understand reading. Here are some suggestions that can be taken

- a. Picture stories are suggested to be used by teachers as an alternative strategy or

- method in teaching English, especially writing.
- b. For the further researcher suggested to find out much references about picture stories.
 - c. Picture stories are used not only for starters but are also applied in patent and continuous learning methods.
 - d. The researcher hopes that this research will open a new perspective for all readers and English teachers.
- Hopefully there are other benefits from using picture stories in the teaching and learning process not only in reading but also in other skills.

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