

IMPROVING STUDENTS' READING COMPREHENSION USING STORY PICTURE

ANIK INDRAMAWAN, M.Pd.

Dosen IAI Pangeran Diponegoro Nganjuk, Jawa Timur, Indonesia

Indramawana12345@gmail.com

MUHAMMAD AMRILLAH

Dosen IAI Pangeran Diponegoro Nganjuk, Jawa Timur, Indonesia

ABSTRACT

Reading is considered as important skill to be taught in elementary school. The teaching and learning process of English give more emphasis on reading than the other skills. In reading to comprehend the text the readers should be able to manage every part of the text. It is important for them to comprehend a reading text with having knowledge in general view of the text. Reading is often perceived as a difficult lesson to teach in Elementary School. As an attempt to provide solution to this matter, this paper investigates the use of story picture to improve students' reading comprehension. The study uses class action research method. The research aims to know how story picture can improve students' reading comprehension. Data were collected by means of observation, questionnaire, interview, documentation. The result shows that the students' reading comprehension is increasing. Story picture is suitable media to teach reading. Besides, the students are more active and enjoy reading using story pictures than reading text only.

Key words: *Improving, Reading Comprehension, Story Picture*

INTRODUCTION

Language is one of the important things in communication and it is used as a tool of communication among the nation in all over the world. As an international language, English is very important and has many interrelationships with serious aspects of life owned by human being. In Indonesia English considered as the first foreign language and taught formally from Elementary up to university. In English there are four skills that should be mastered, they are reading, writing, speaking, and listening. Reading became very important in the education field, students need to be exercised and trained in order to have a good reading skill.

The students in Elementary School usually feel difficult in understanding the text or passage. They try to understand the text by translating every words. The teacher also just focus on vocabulary. So it needs long time to comprehend the reading text. The activities make the students bored and tired.

Teaching learning process should be designed in particular way in which good atmosphere teaching learning process can be created. Therefore, it is expected that students are able to face the difficulties dealing with reading comprehension then able to improve their skill through good condition. Story picture is an effective way to be applied when teaching reading in elementary school. Story pictures encourage students to learn happy, free, active, and productive.

REVIEW OF RELATED LITERATURE

1. Reading

According to Gery Abbot (1981:81) reading is a silent and individual activity since the writer's expectation was what the text would be read, not heard. Reading is process in which information the text and the knowledge processed by the reader act to product the meaning good readers skillfully integrated information in the text what the already know Richard C Anderson (1985:5). Williams (1984:11) says that reading is a process of obtaining meaning from written text. It can be said that reading is a series of action in which reader should activate his knowledge and capability of interpretation to get meaning of the text.

Reading comprehension is the degree to which we understand what we read. The fundamental goal for any activity is comprehension. It is supported by Wren(2003) who states that the ultimate goal in reading is to make meaning from text. According to singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. Cooper(1986:11) stated that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

2. The Purpose of Reading.

These are two purpose of reading, they are:

a. Reading for pleasure.

In this reading activity, tyhe students are lead to study leterary material, like: song lyric, fun story, etc.

b. Reading for information.

This activity is done in order to find out someting or in order to do something with information the student get,

Christiin Nuttal (1985:21-22) says that the purposes of reading is to enable students to read without help unfamiliar authentic text, at appropriate speed, silenty and with adequate understanding. She also give analysis of parts of the purpose, which the writer summarizes as follows:

a. to enable studdent to read without help toward unfamiliar text.

This attitude is taken because the students will read the unfamiliar authentic text themselves outside the classroom without teacher's guide in real life.

b. To read silently with adequate understanding

students are not suggested to read fast that they will lose the important information. Reading ffast can do if the able to read without loss of effectivess. In daily life we rarely read aloud because reading silently is more affective, and it is useful for beginner. It is important to read and understand the meaning of each word but understand through context is better.

3. Types of Reading.

According to Gerry Abbot (1918:92) there are some types of reading which are as follows:

Skimming the eye runs quickly over the text to discover. What it is about, the main idea (s) and the gist. The example of skimming: the reader look quickly at the content page of book, or at the chapter heading, sub heading, etc. Scanning : here there reader is o the lookout for a particular item

he believes in the text. For example: the name of scorer in football report. Intensive reading: it is also called study reading this involves close to study of the text.

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

Scanning: here reader is on the look out for a particular item he believes in the text. For example: the name of scorer in football report. Intensive reading: it is also called study reading. This involves close to study of the text. In real life, however, reading purposes vary very and therefore, when devising exercise, the teacher should vary the questions and the activities according to the type of text studied and the purpose in reading. For instance, when working on a page of classified advertisements, it would be highly artificial to propose requiring the detailed comprehension of every single advertisement. When scanning the reader let his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb or a specific information. To enable the student to scan effectively, he or she should know what kinds of information he or she needs also he or she should have the strong belief where he or she will find such information needed from the text.

4. The selection of material of reading

Concerning the selection of reading material. Retmono (1989:70) say as follow:

Each selection should be appropriate to both the proficiency level and interest of student. Both aspects of reading, linguistic difficulty and semantic relevance should be weighed before it is selected for use.

Each selection be chosen from contemporary writing for anything. We can help student keep in touch with contemporary turn of speech.

Thus preventing him or her from learning and using out mode vocabulary and syntax of the former time for another we can help the student follow the important events happening in this ever - changing world, thus helping him or her to keep abreast of time.

Each selection should have a clear organization structure build around a definite central theme. Such a selection will help the students in achieving a sense of purpose his reading and helping him or structure it.

Each selection should contain a theme that is meaningful.

The selection should help the students to acquire knowledge to social and emotional maturity.

Each selection as far as possible, include the culture of the language is the central part of culture, so knowing the culture of the language will help the student to better with the language the of culture in learning a foreign language, give additional remarks. "the first involved the presentation of national identity.... in this age or achievement in technological fields, when developing nations are trying to keep us with joins of this world there is need to preserve national cultural compatibility of features of both cultures. Can be different from each other and yet compatible in the sense that there are no sharp conflicts. Between the two, however, what is acceptable in one culture is sometimes frowned upon and even taboo in another. In developing reading material care had to be taken not to include passages which might offer ethnic or religious values of the student" From above explanation the writer can conclude that in giving reading material, it should be appropriate to both the proficiency level and interest, of the students, contemporary writing for anything, having clear organization structure, contain meaningful theme and including the culture where the language exists.

5. Story Picture

Maryono (2008) says that story picture is a tool that has functions convey a message. As a medium the message was delivered through, picture, stories usually, clear, ordinal, and fun." For that the media story illustrated the potential to become a source of learning. In this case the pictorial story of a role as a tool that serves to convey the message of learning. If the review of aspects of the function of making the story of image, it will appear that something serious was complex and can be made more easy and fun.

Learning method with story pictures is a tool that has functions conveys a message. As a medium, the message was delivered through. The material of story pictures usually clear, ordinal, and fun. For that, the media story picture potential to becoe a source of learning. In this case, to learning story picture has a role as a tool that serves to convey the message learning. If the review of aspects of the function of making story picture learning, it appears that will be something that can be serious and complex made more understandable and enjoyable.

Use the right media story picture will give a better understanding for students. Media stories image itself according to the encyclopedia national Indonesia. Is a media – shape series of images that each is in the box as a whole is series of illustrated stories. Encyclopedia national (1990:54) interpret media stories illustrated as follow " the story of a series of image forming images that are in the whole series is story. Picture image balloon-equipped balloons greeting, sometimes accompanied by a narration as explanation."

Story pictures aims to help students practice vocabulary in English and patterns in used it. Especially when students recount what they have back read it is illustrated in the story. Media story picture in the media, including images, so that the terms of the creation story the media image. The terms of the creation story are the images:

- a. Picture and letter
- b. Visualization of ideas and the message easy to understand
- c. Appearance is quite interesting and attractive
- d. The harmonious colour balanced and with a paper
- e. The use storage and maintenance easier
- f. Easy and simple to make

6. Improving Reading Comprehension

Improving Reading Comprehension requires motivation, mental frameworks for holding idea, concentration, and good study techniques. Here some suggestions:

- a. Develop a broad background
Broaden your background knowledge by reading newspaper, magazines, and books. Become interested in world event.
- b. Know the stucture of paragraph
Good writers construct paragraphs that have a beginning, middle, and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transactional words, phrases, or paragraphs that change the topic.
- c. Identify the type of reasoning
Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, system thinking?
- d. Anticipate and predict
Really smart readers try to anticipate the author and predict future ideas and questions. If you are right, this reinforces your understanding. If you wrong, you make adjustment quicker.
- e. Look for the method of organization.
Is the material organized chronologically, serially, logically, functionally, spatially, or hierarchical
- f. Create motivation and interested

- Preview material, ask questions and discuss idea with classmates. The stronger your interest, the greater your comprehension.
- g. Pay attention to supporting cues
Study pictures, graph, and headings. Read first and last paragraph, in a chapter, or the first sentence in each section
 - h. Highlight, summarize, and review
Just reading a book is not enough to develop a deeper understanding you have to highlight, summarize, and review important ideas.
 - i. Build a good vocabulary
For most educated people, this is a lifetime project. The best way to improve your vocabulary is you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes, and endings.
 - j. Monitor effectiveness
Good readers monitor their attention, concentration, and effectiveness. They quickly recognize if they have missed an idea and back up to reread it.

RESEARCH METHODOLOGY

The study is conducted in the fifth grade of MI Raudlotul Muta'allimin Wilangan Nganjuk. This school is located in Wilangan, Nganjuk. The location is very strategic and very good for learning area. The subject used by the writer is the students of class five in the first semester MI Raudlotul Muta'allimin Wilangan Nganjuk 2017/2018 academic year. The class consists of 21 students, 11 female and 10 male.

The method of the research is classroom action research. Mills (2000: 6) states that action research is any systemic inquiry conducted by teacher, researcher, principals, school counselors, or other stakeholders in the teaching/learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the social environment (and educational practices in general), and improving student outcomes and the lives of those involved. The action research deals with identify the problem, action planning, implementation, evaluation, and reflection. Then the action research needs teachers to explore how they teach and how well their students learn in order to decide what the future practice should be done by them and enhance the quality of education for the teachers and their students.

The Technique of Collecting and Analyzing Data. The writer needs two kinds of the data, qualitative and quantitative data. The qualitative data we used in this research are observation, interview, documentation, questionnaire. The researcher found quantitative data by doing test. In this research, the researcher gives a pre-test and post-test to know the students' reading comprehension before and after teaching reading using story picture. Its aim to know whether the students' reading comprehension can improve or not when they are taught using story picture task.

Technique of Analyzing Data. There were two techniques in analyzing data, qualitative and quantitative data. In analyzing qualitative data, the writer uses Constant Comparative Method which is suggested by Glasser and Strauss (1980: 105). The method has four steps namely: (1) comparing incidents applicable to each category; (2) integrating categories and their properties; (3) delimiting the theory; and (4) writing the theory. In quantitative technique of analyzing data, the writer used the students' previous mark(pre-test) and in the end of the lesson, the writer gave the students post-test in order to know whether using diary task could improve the students' English writing ability or not. The results of the tests were analyzed using descriptive statistics.

RESULT OF THE STUDY

Based on the result of the research, it can be proposed that story picture can improve students' reading comprehension. When story picture was implemented in teaching reading, it could improve the students' reading comprehension. This finding is supported by the research result stated in pre-test and post- test. That the students' average scores of each element improved. The proves of this action research are as follows:

The students were easily to understand the meaning or the content of the text. They did not need long time to comprehend the text.

They did not difficult to answer the questions from reading text. Besides, they can catch the main idea of the text quickly.

The students' vocabulary improved. It proposed by the increasing of the average score of vocabulary from pre- test and post-test. Some words from passage enlarge their vocabulary.

Story picture was make the students more active. The students did not feel bore anymore. They can study reading happily.

CONCLUSION

In conclusion, story picture can improve the students' reading comprehension. Especially in helping the students to solve the problems of understanding the passage/text, answer the questions of the text, and the lack of vocabulary. It proposes by the increasing of the average score from pre-test and post-test. Besides, the use of story picture make the students to be active and get big motivation.

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