

Implementation of Picture Strip Story Teach Reading Comprehension of SMP TQ Ibaadurrohman Way Jepara

Rangga Mega Putra¹, Ruri Supatmi²

Program Studi Pendidikan Bahasa Inggris, Universitas Nahdlatul Ulama Lampung

e-mail: megarangga21@gmail.com

Abstract

The method of this research was qualitative descriptive methodology. This research was conducted in the eighth grade students of SMP TQ Ibaadurrohman Way Jepara. The subjects of this research would be observed by research was teacher and students. The researcher observed eight class with one English teacher who teaching in the eighth grade. There were two classes namely VIII-A and VIII-B with consisted of 20, 20 students each class. The researcher took all students from each class as the subject of this research so that the total of all the students taken by the researcher was 40 students. In post-test of cycle 2, the results of the research from qualitative data. It showed the students get higher score of pronunciation test after using this technique. There are 35 students were categorized successful and passed. It means that the students' reading comprehension was improved.

Keywords : *Implementation, Reading Comprehension, Picture Strip Story*

INTRODUCTON

Many people learn English because people think it will be usefull in some way for international communication and travel. Such students of general English often do not have a particular reason for going to English class, but simply wish to learn to speak (and read and write) the language effectively for wherever and whenever this might be useful for them.

Reading is a complex skill, because it involves a series of skill such as recognition of letter shapes, recognition of linguistic elements (phoneme/grapheme, word, phrase, clause pattern, sentence, etc.) and recognition of sound/letter spelling pattern correspondence. Reading comprehension refers to the ability to understand information presented in written form. While this process usually entails understanding textbook assignment, reading comprehension skills also may affect one's interpretation of direction on examination, homework and completion of job applications or questionnaires. Many students still have problems with their reading comprehension because they are unable to accurately understand written materials.

In reading activity, particularly, educators have looked at the relationship between reading comprehension and vocabulary for many years and found it to be a strong one. It stands to reason that the more word meanings one knows, the more easily one can construct meaning through reading. Reading is a process used for learning that inseparable from any kinds of learning including language learning. In this activity, students are in the process of comprehending the content of the text given by the teacher. In the process, the students do

some tasks that are given such as finding certain information and main ideas from the texts and gathering the general description from the content of the texts.

Reading comprehension refers to the ability to understand information presented in written form. While this process usually entails understanding textbook assignment, reading comprehension skills also may affect one's interpretation of direction on examination, homework and completion of job applications or questionnaires. Many students still have problems with their reading comprehension because they are unable to accurately understand written materials.

They cannot interpret what they read and make the connection between what they read and what they have already known. When students reading a text, they will be concerned with the subject content of the text they read and the language it is expressed. Although both aspects are different kind, they involve comprehension. In order to understand the meaning of the text, students should have reading comprehension. Reading is one of essential activities for completing their academic task. But, it was not easy for students to finish it because there are some many difficulties in reading the text.

In this case, the knowledge of students has important role in reading achievement. The problem come from the students was caused the lack of knowledge about material related to the text. They could not understand the meaning of the text because they did not know what they were discussing about. This happened because students just nodded and felt ashamed to ask to the teacher when they found difficult words and not understandable materials.

Picture Strip Story is one of visual aids that can be used as media in language learning and language teaching. Picture Strip Story is a story and told in a sequence of panels or cartoons, found in a newspaper or comic book. In other definition, it is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions.

Based on the problems above, it cannot be denied that learning media are needed to facilitate students' understanding of the subject matter. Therefore, it takes the skills of the teacher to be able to use the available media with the hope that the methods and media used are able to improve students' reading skills, especially students of eight grade of SMP TQ Ibaadurrohman Way Jepara. With these considerations what prompted researchers to examine this issue, given the importance of selecting learning methods and media. With the aim of this research to improve students' reading comprehension by developing The teacher Story with picture as media. In this connection, the researcher puts forward the following titles: "Implementation Of Pictures Strip Story To Teach Reading Comprehension At The Eight Grade Of SMP TQ Ibaadurrohman Way Jepara.

METHOD

The method of this research was qualitative descriptive methodology. Qualitative research methods were used to examine question that can best by verbally describing how participants in a study perceive and interpret various aspects of their environment. Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning.

In this study, the researcher investigated implementation of picture strip story to teach reading comprehension. it is along with the objective of this study to identify of picture strip story to teach reading comprehension. by doing observation and interview to collect the data.

This research was conducted in the eighth grade students of SMP TQ Ibaadurrohman Way Jepara. The subjects of this research would be observed by research was teacher and students. The researcher observed eight class with one English teacher who teaching in the eighth grade. There were two classes namely VIII-A and VIII-B with consisted of 20, 20 students each class. The researcher took all students from each class as the subject of this research so that the total of all the students taken by the researcher was 40 students.

Research Instrument

The data collected were in the form of qualitative research. The qualitative data were related to the description of the process during the action, interview transcript and observation checklist. The qualitative research data were related to observation interview and the students' reading comprehension scores. These data were collected from some techniques used. Those techniques used are described as follows:

- **Observation**

Observation is a basic method for obtaining data in qualitative research. The qualitative research goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. In this observation activity, the current status of a phenomenon is determined by observing not by asking. Observation gives important contribution to descriptive research because certain types of information can be obtained through direct observation. This method was used to collect information about implementation of picture strip story to teach reading comprehension.

The way in doing observation were: 1) The researcher prepared the observation sheet, 2) The researcher joined the classroom, and 3) The researcher observed developing the teacher to teach reading comprehension in the classroom. This method was used to get any information about picture strip story to teach reading comprehension. This method conducted to see first hand what picture strip story to teach reading comprehension at the eight students' of SMP TQ Ibaadurrohman Way Jepara and to observe directly in teaching and learning English language.

- **Interview**

Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations. Based on the objectives of research, it can be used to validate the data from the observation. There are three kinds of interview as follows:

- **Unstructured interview.** In this type of interview, direction of interview greatly is guided by respondents' answer nether of researcher. So, the direction of interview is difficult to be predicted.
- **Semi-structured interview.** This interview starting by general idea from researcher but during conducting interview didn't use the questions that were arranged previously.
- **Structured interview.** The direction is interview is guided by general idea of researcher

from question list that were arranged previously.

Based on the types of interview explained above, the researcher used unstructured interview. In this research, before conducting interview the researcher brought general idea by some questions that were prepared before. In the interview, the researcher asked several questions to the teacher related to the class to know the main problem of the class. It was recorded and transcribed. The targeted interviews conducted by researcher directly were English teachers and students VIII B of SMP TQ Ibaadurrohman Way Jepara. The information would be applied on the subject of this study related to what effect of picture strip story to teach reading comprehension. Finally, the researcher recorded their answer and then wrote the result of that recording.

RESULT AND DISCUSSION

The researcher administered the reading test to the students in order to know the students' ability in reading comprehension before using the comic strips was applied. The result of the pre-test showed that the students' reading comprehension ability was still low. Which means that their average was under 75. The students who got point up 75 were 11, and 29 students unsuccessful. That quantitative data proved that the students' pronunciation ability was low.

CYCLE 1

The results of cycle I are categorized into: planning, action, observation, and reflection, as follows:

Planning

In this step, the researcher shared with the teacher in every activity. The activities for planning such as : (1) the researcher identified the teaching-learning design such as arranging lesson plan to guide the teaching learning process which was using comic strips as media and developed learning activities, (2) preparing the material that was used in teaching reading comprehension (board marker, eraser, comic strips and etc) (3) preparing observation guide, (4) conducting interview, (5) conducting , and (6) preparing the camera to take the photograph. There were some points that had been done by the researcher, all the points are put in the lesson plan, they were: competency standard, basic competences, indicator, the objectives of learning, prepare the text in subject matter, learning method, steps of learning activities, learning sources, assessment.

Action

It had been done during one week in one cycle which consisted of two meetings. In each meeting, there some activities that the researcher had done, they were: (1) the teacher began the class by greeting, (2) reciting basmallah together, (3) checked the students' attendance and (3) explain the aim of the lesson. Then, the researcher continue to main treatment by using comic strips as a media in teaching reading comprehension of narrative text to the students. Every single meeting had same procedure in using comic strips. The use of comic strips were involved in three steps : (1) showing the comic strips (2) divided students

into 8 groups consists of 4 members each group. Each group got a narrative text and a picture strips (3) break down the text into an elements of narrative text such as characters, setting, orientation, complication and resolution in a form of comic strips given, (4) presenting their work in front of the class. Then, students are asked to revise together.

Observation

The observation was done to observe how the students' behavior and what the students' problem during the teaching learning process. From the result of observation, it found that most of the students' had participated effectively during teaching and learning process and also when they read picture strips in the class although some of them still lack and of understanding about narrative text. It was found that the some students' faced difficulties to write a narrative text. They still confused to understand about it. Because of that, some students' still made noise, and try to cheat their friends' worksheet. The result of the post test of the first cycle, the students' who got point up 75 were 14, and 27 students' unsuccessful. It showed that the students' score was still low although there was proven between the pre-test and the post test I .

Reflection

The researcher evaluated the teaching learning process in the end of the meeting. Through the reflection, the researcher knew the result of the students after did the test because the students' ability in comprehending the narrative text post-test I in the first cycle was categorized unsuccess, the researcher would continue in the second cycle. The researcher was remake the new materials in the second cycle to made the students focus in study comprehending the text, and the researcher would change the steps in activities while learning to make students not only focus for researcher behavior but focus on the material and explanation. From the students' information and the students' score above, the researcher stated that it is continued in cycle two in hoping to be better than before. The second cycle was held to achieve the improvement score of the students in reading comprehension.

Cycle II

The researcher chosen to continue the research in the second cycle that consist of one meeting and one test. The aim of second cycle was to improve the students' score in reading narrative text in the post test of the first cycle. Then, the researcher added some activities in the second cycle that have done while teaching reading narrative text in four steps: planning, action, observing, and reflecting such as follow :

Planning

In this phase, the researcher with the teacher begun by identified the problem and the alternative to solve the problem, the researcher use the same lesson plan but emphasized the teaching learning process in teaching at reading narrative text. In this cycle, the researcher explained more deeply about the material in supposed the students' could improve and knew well about explanation at reading comprehension of narrative text from the researcher. Besides that, the researcher as the teacher used the strategy to make the students' more interested

and developed their creativity and also more focused in the material. The researcher also created the supportive situation in the class during teaching learning process

Action

The steps of this cycle were same as before, there were: introduction, main activity, and closing. It was followed by 32 students. The teacher began the class by greeting, reciting basmallah together and checked the students' attendance and explain the aim of the lesson. The implementation of using comic strips in this cycle were three steps : In the main activity, there were some activities had done by the researcher, they were : (1) showing the comic strips (2) divided students into 8 groups consists of 4 members each group. Each group got a narrative text and a comic strips (3) break down the text into an elements of narrative text such as characters, setting, orientation, complication and resolution in a form of comic strips given, (4) presenting their work in front of the class. Then, students are asked to revise together.

In the end of the lesson, teacher reviewed the material. After that, the researcher gave a test to the students individually. The test which was given by the teacher was same from the first cycle. They were assigned to answer some questions related to the text given. After the students finished, the teacher ask students to collect their task.

Observation

In this step, all of the activities during teaching and learning process had been observed. The result of observation was collected as the data, which is used as a basic reflection. In this phrase, the researcher used pictures strips as a media to make the students more focussed and interested. The activity of students' was observed, the result showed that most of the students' did not have problems anymore about the meaning of the words. They liked to read the pictures strips which given by teacher. They were active during teaching learning process and more enthusiastic than before.

Reflection

The feedback process from the action that has been done before was taken from the result of interview, observation, and test. The researcher concluded the students' score improved after checked the students' test. The researcher motivated the students and made the students' interest in learning pronunciation then their scores are improved. Most of students' score improved from the first test to the third test. Most of students' score in the second cycle had improved than in the first cycle. It means that comic strips was an effective and suitable for them in improving the students' reading comprehension. Therefore, It made the researcher felt to stop until this cycle (cycle II) because the students score was increased.

The result of post test in the second cycle showed that the total score of the students was 81,25. The students that got success the test were 35, and the students did not get success were 5 and the number of students who took the test was 40. It means that the second cycle was categorized successful. The result of analysis data showed that there was an improvement on the students' achievement in comprehending narrative text. It was showed from the mean

of pre-test was 61,25 the mean post-test I in the first cycle was 71 and the mean of post-test II in the second cycle was 81,25.

From the data, it indicated that using comic strips in learning narrative text in reading was effective, and the data above can be concluded that the students' achievement in reading narrative text have been increased by using pictures strips. The data above was also supported by the data taken by the interview with the students and the teacher. The researcher asked the English Teacher about the students achievement in the second cycle "sudah lebih bagus dari yang kemarin dik", "mereka sudah lebih paham, kemudian vocabnya juga sudah menunjukkan peningkatan yang berarti dik".

Moreover, the researcher concluded that the researcher found the students' score improved after checked the students' test, and the researcher's ability in teaching reading comprehension of narrative text showed the improvement too. The researcher motivated the students, it made the students' score improved. Most of students' score improved from the first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students' score in the second cycle had improved than in the first cycle.

CONCLUSION

The result of the observation showed that their reading comprehension was improved but still low, while in the interview sheet showed that the students was increased but they still difficult and confuse how to understanding the meaning of the text in English . In post-test of cycle 2, the results of the research were gained from both quantitative and qualitative data. It showed the students got higher score of pronunciation test after using this technique. There are 35 students were categorized successful and passed. It means that the students' reading comprehension was improved.

REFERENCES

- Abby Marks Beale, *Success Skills: Strategies for Study and Life Long Learning*, America: New Discoveries In Learning, Inc, 2017
- Afwun Kamil, et al., "The Use of Comic to Improve Students' Reading Comprehension Skill at Junior High School", *Research in English and Education READ*, Vol. 2, No. 3, August 2017
- Albinus Silalahi, MS, "Development Research Penelitian Pengembangan) Dan Research & Development Penelitian & Pengembangan) Dalam Bidang Pendidikan/Pembelajaran", Disampaikan pada Seminar & Workshop Penelitian Disertasi Program Doktor Pasca Sarjana Universitas Negeri Medan, Tanggal 3-4 Pebruari 2017
- Anberd, *Research and Development Expenditure in Industry*, Member Countries: OECD Publications, 2019
- Atik Rokhayani & Aisyah Ririn Perwikasih Utari, "The Use of Comic Strips As An English Teaching Media for Junior High School Students", *Language Circle: Journal of Language and Literature*, Vol. VIII, No. 2, April 2014
- Brian Tomlinson, *English Lenguage Learning Material*, London New York: Continuum International Publishing Group, 2011

- Gordon Wainwright, *How to Read Faster and Recall More*, United Kingdom: How To Content, a Division of How To Books Ltd., 2011.
- Immanuel Kamlasi, "Developing Portfolio As An Alternative Testing Device In Descriptive Text Writing: *Journal of Educational Research and Evaluation*, Unnes Bendan Ngisor, Semarang; Pascasarjana, Universitas Negeri Semarang, Volume 2, No 1, 2013
- Kamalia R.E, *Improving Students' Skills Of Writing Short Version Of Narrative Texts By Using Comic Strips For The Eleventh Grade Of Science Class Of Man Yogyakarta li*, Unpublished S1 Thesis, Yogyakarta: English Education Department, Faculty Of Languages And Arts State University of Yogyakarta, 2015
- Karen R. Harris and Steve Grraham, *Teaching Reading to students with Learning Difficulties*, New York: The Guilford Press, 2011.
- Kristin Lems, Leah D. Miller, & Tenena M. Soro, *Teaching Reading to English Language learners: Insights from Linguistics*, New York: The Guilford Press, 2011.
- Mai Zuniati, "Developing the English 1 Course book for PAI Students of STAI Ma'arif Lampung. Thesis
- Marc Antony, *Skimming and Scanning*, BBC United Kingdom, Skillswise, 2011.
- Muhamad Herdiawan, *The Modified Of Picture Strip Story Based On Contextual Teaching And Learning To Improve Students Reading Comprehension*, IOSR Journal Of Research & Method In Education, Volume 10, No.2, March, 2020.
- Ng Chiew Hong, "Teaching of Skimming at Tertiary Level: Theoretical and Pedagogical Issues", *International Journal of Bilingual & Multilingual Teachers of English Singapore*, 2013.
- PhatcharaPhantharakphonga, SuteeraPothitha, *Development of English Reading Comprehension by Using Concept Maps*", in *Procedia - Social and Behavioral Sciences*.KhonKaen: KhonKaen University, 2013.
- Patel, M.F., Praveen M. Jain, *English Language Teaching Methods, Tools & Techniques*, Jaipur: Sunrise Publishers & Distributors, 2018.
- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, Bandung: Alfabeta, 2016
- Swaditya Rizki, Nego Linuhung, "Design Research and Development 4D Model for Developing Mathematics Teaching Materials", *The First International Conference on Law, Economics and Education*, Muhammadiyah University of Metro, Indonesia, November, 2016
- Yohan Heru Purnama, *The Effectiveness of the Use of Scanning Strategy to Improve Students' Reading Achievement of the Second Year of MTs N Wonosegoro in the Academic Year 2011/2012*, A Graduating Paper) STAIN Salatiga, 2012