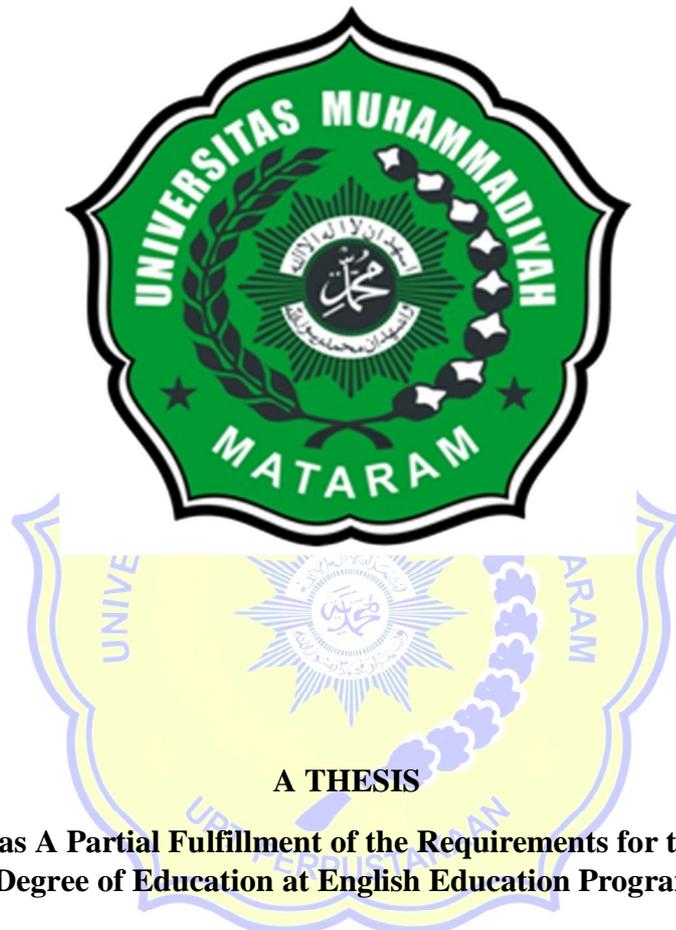


**THE USE OF STORY PICTURE IN TEACHING READING COMPREHENSION
AT THE EIGHTH GRADE STUDENTS OF HIDAYATULLAH MATARAM
IN ACADEMIC YEAR 2018/2019**



A THESIS

**Presented as A Partial Fulfillment of the Requirements for the Bachelor
Degree of Education at English Education Program**

By

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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM
2019**

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**THE USE OF STORY PICTURE IN TEACHING READING COMPREHENSION AT
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ACADEMIC YEAR 2018/2019**

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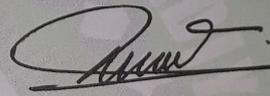
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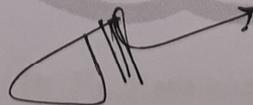


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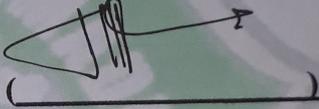
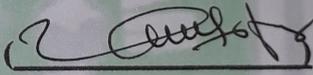
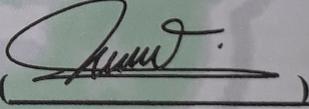
ACCEPTANCE

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Motto

Allah Is Enough to Be Our Help.

And Allah Is the Best of Protectors

(QS. Ali 'Imran: 173)

Protect Yourself from Being Angry, Because Anger Starts with Madness and

End It Regret.

(Ali Bin Abi Thalib)



DEDICATION

This thesis is dedicated to:

1. My parent, M. Saleh and ST. Mariam, who always give love, motivations, suggestions, pray, and the best for my life.
2. My sister (Rosdiana), my brother (Muhajirin and Adnan) and my cousin (Nurjaniati).
3. Squad Buk Nurul (Faradila Rasul, Nurjaniat, Nursani, Nurhanijah, FaridatulKomariah, Mira dan via).
4. For class A and B English, all of you are my best partners.
5. For my best friend force 2015 SMA Negeri 2 Wawo.
6. For my best friend Kebo Brupak (Jusning, AndiIntan, Nikita Sapta dewi, Zulfaidah, Endriani and Ety Muliati).



DECLARATION

I certify that the thesis entitles “The Use of Story Picture in Teaching Reading Comprehension by using Narrative Text at the Eighth Grade Students of MTs Hidayatullah Mataram in Academic Year 2018/2019” and presented as a in partial fulfillment of the requirement for bachelor degree is my own work, except where otherwise acknowledged and this thesis has not been submitted for the higher degree to any others university or institute.

Mataram, agustus 2019

The Researcher,



Jumrah

11512A0047

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First, all praise be to Allah the lord of the world. The almighty god for blessing, mercy, guidance and help has given to the researcher until the researcher could accomplish the thesis entitled "The use of Story Picture in Teaching Reading Comprehension at the Eight Grade Students of MTs Hidayatullah Mataram in Academic Year 2018/2019, and peace be upon to our prophet Muhammad SAW, his family, and his followers,

Second, the researcher would like to express my deepest gratitude, appreciate, and honor to:

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7. All my classmates in English Department 2019. Thanks for nice relationship and supporting during the process of thesis completion.

Finally, the researcher realized that this thesis was still far from being perfect because the limitation of knowledge, experience, and ability of the researcher. However, the researcher tried my best to complete this research and would gratefully accept any suggestions for the better.

May Allah SWT. The almighty always be with us. Aamiin.

Mataram, Agustus 2019

The Researcher,

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Abstract

Jumrah, 2019 “The Use of Story Picture in Teaching Reading Comprehension by Using Narrative Text at The Eighth Grade Students of MTs HidayatullahMataram.

Story picture is a series unique story that uses picture to attract the readers, and it is completed by the text. The story picture can help the student understand about the text. The researcher tries to conduct the story picture in teaching reading comprehension at the MTs Hidayatullah Mataram. The researcher focused to investigate whether the use of story picture has significant effect in teaching reading comprehension. This research used quasi experimental, and the subject in this research was the students at the eighth grade of MTs Hidayatullah Mataram in academic year 2018/2019. The number of sample was 20 in class A and 20 in class B, the researcher used multiple choices test with consist of 20 question. The analysis of data average of pre-test and post-test experimental was 54.00 and 76.50 and the average of pre-test and post-test control was 50.00 and 57.00. the result used the Wilcoxon, were the result of calculation are obtained Asymp. Sig<0.05 were that value Asymp. Sig was 0.000<0.05. from the result of the analysis manual computation the result also showed that the score of the t-test was 2.5. the researcher compares that t-table at the degrees of freedom (df) $(N_x+N_y)-2$, $df= 20+20-2= 38$. The degree of freedom of 38 is at the competence interval 0.05 is 1.68 and 0.01 is 2.42, it gained that H_a was accepted. Thus, the use of story picture significant effect in teaching reading comprehension by using narrative text at the eighth grade of MTs HidayatullahMataram.

Key words: *Story picture, Reading Comprehension, Narrative text*

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CHAPTER I

INTRODUCTION

This part explains the background of the study, research question, purpose of study, the scope of study, the significance of the study, and definition of key terms.

1.1 Background of Study

English was an international language. It plays an essential role in communication to make a relationship between other people all around the world in the present day. Because of the importance of English, people need to learn it. In Indonesia, English had become an important subject to be mastered by the students, either for academic purpose or communicative purpose. It was studied at junior high school, senior high school and universities. The foreign language has an essential role for students who want to enroll themselves in the higher education institution, and the people are looking for jobs and positions. It can be understood that many jobs and right positions invite candidates who have a good mastery of written and oral English.

In the teaching-learning process of English, students were expected to have language skills, including listening, speaking, reading, and writing. English language and Indonesian language were different. There was no guarantee that the students who have a good understanding of English texts would comprehend automatically. Reading has become one of the

basic skills which had an essential contribution to the success of learning the language. Reading was useful for language acquisition, because students get some information by comprehending what they read. The more they read, the better they get comprehension in reading the text, (Harmer, 2007: 99). The teacher teaches the students by using reading texts in order the students will understand and comprehend the content, and the element in the text. As the Grelet (2004:7) said that in reading, the students should be taught to use what they know to understand unknown elements, whether these were ideas or simple words.

Based on the preliminary observation on January 2019, the researcher found many problems in reading at the Eight grade students of MTs Hidayatullah Mataram. There were some problems in the student's reading comprehension. The first, the student's reading is low. Because of the lack of variety of reading books, not understanding the contents, and it was difficult to read English, so that it makes students not interested. Second, the teacher said that the students have weaknesses in reading, because of the lack of motivation of students to practice reading. Third, Student gets difficulties in understanding sentences and finding the meaning of the sentences, because of lack of Vocabulary. In order to solve the problem above, the researcher offered the use of a media like a story picture.

Galih Asri (2013: 29) says that the story picture is a series unique story that uses picture to attract the readers, and it is completed by the text.

The picture are media of part to make the readers more understandable on the text. Besides, the text with the picture make the story looks original and factual for the readers.

There were some researchers that have conducted the story picture in teaching reading. The first, a thesis from siti masita “Improving Student’s Reading Comprehension Narrative Text through Picture-Stories”. The result of the research shows that the implementation of picture-stories could improve students’ reading comprehension. Second, the thesis from Andi Asfira “The Use of Pictures Story in Improving Students’ Ability to Write Narrative Composition” This showed that there was a significant difference between the students who were taught by using Pictures Story and those who were taught without Pictures Story.

The last thesis from Kurnius Anggat “Improving Comprehension Reading Skill Trough Picture Stories for Elementary Students in Academic Year 2017” The result show that the implementation of picture stories could improve students’ reading skill.

Based on the explanation above, the researcher decides to do research entitled: "The use of Story Picture in Teaching Reading Comprehension by Using Narrative Text at the Eighth Grade Students of MTs Hidayatullah Mataram in Academic Year 2018/2019".

1.2 Research Question

The problem of researcher is “does the use of story picture have a significant effect in teaching reading comprehension by using Narrative

text at the Eighth grade students of MTs Hidayatullah Mataram in academic year 2018/2019?”.

1.3 Purpose of the Study

The purpose of the study is to investigate whether the use of story picture has a significant effect or not in teaching reading comprehension by using Narrative text at the Eight grade students of Hidayatullah Mataram in academic year 2018/2019.

1.4 Scope of the Study

The scope of the study was:

1. The Eight grade students of MTs Hidayatullah Mataram in Academic year 2018/2019.
2. This study focuses on the use of story picture in teaching reading comprehension by using Narrative text.
3. The material was taken from the book of English Entitled “When English Rings a Bell” Kemendikbud. 2017. English: *When English Rings a Bell Class VIII SMP/ MTS*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

1.5 Significance of the Study

The significant of the study can be theoretically and practically,

1. Theoretically

a. For the Readers

Hopefully, this research would support the previous studies about the use of story picture in teaching reading becomes a reference and give contribution for general study using story picture in teaching reading comprehension.

b. For Next Researcher

This research would be the fundamental theories for the next research to conduct the same research. Also, the findings of this research can be used for those who want to research by using story picture and teaching reading.

2. Practically

a. For the students

Hopefully, the media of the research can improve the students reading comprehension.

b. For Teachers

The result of study would help the teacher in choosing the best media related with English teaching-learning process in order to increase knowledge for the students in reading skill especially by using Story picture in teaching reading comprehension.

c. For School

Proved recommendation to school in order to improve the learning process of students in learning English.

1.6 Hypothesis

A hypothesis was a statement of the research assumption about the relationship between two variables that the researcher plants to test within the framework of the researcher study (Kumar, 1993: 9).

1. The Alternative hypothesis (Ha)

The use of story picture has a positive effect in teaching reading comprehension at the Eighth-grade students of MTs Hidayatullah Mataram in Academic year 2018/2019.

2. The Null Hypothesis (Ho)

The use of story picture has no positive effect in teaching reading comprehension at the Eight grade students of MTs Hidayatullah Mataram in Academic year 2018/2019.

1.7 Definition of Key Terms

The explanation about the key terms was given in order that the title was easy to understand.

1. Reading Comprehension

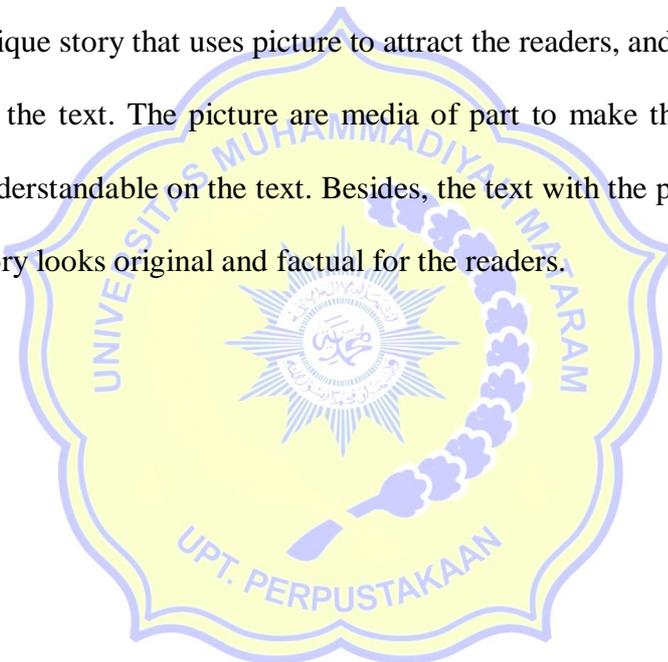
Snow (2002, 11) defines reading comprehension in slightly different ways. Snow categorizes the component which was interacting, and involved in reading comprehension into three components. Those components were the reader, the text, and the activity. Snow includes the capacities, abilities, knowledge, and experiences of the readers as part of the reader components.

2. Narrative Texts

Mark Anderson and Kathy Anderson (2003:8) states that narrative was a piece of text which tells a story and entertains or informs the reader. Some examples of narrative text were fantasy novels, bedtime stories (spoken), historical fiction, and stories.

3. Story Picture

Galih Asri (2013: 29) says that the story picture is a series unique story that uses picture to attract the readers, and it is completed by the text. The picture are media of part to make the readers more understandable on the text. Besides, the text with the picture make the story looks original and factual for the readers.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part, the researcher would explain the definition of reading, Narrative text, media, story picture, and previous research.

2.1 Reading

2.1.1 The Definition of Reading

Reading was a complex activity in understanding written text that involves both perceptions, and thought, also consist of word recognition and comprehension process. Word recognition refers to the process of realizing how a text or written symbols correspond to one's spoken language. Pang, et al. (2003)

Reading was a process of put the readers in contact and communicated with ideas. It was an intrinsic part of classroom teaching content. In brief, the content the curriculum would show the importance of teaching students how to obtain information along with teaching subject manner. It means that the students try to understand the text, and it makes reading become a process putting the readers in contact and communicate with ideas. According to Simanjuntak (1998) as quoted by Minarti (2008: 8)

Reading was also a process of communication between a writer and a reader. A writer had a message in her mind, such as feeling, facts, ideas, and the argument she wants to shower. The writer puts the

message into the words or printed verbal symbol. (Yemima Alberi, 2014).

Based on the explanation above the researcher can be concluded that reading was a process communication, symbol between a writer and reader. Also, the process of understanding the meaning, words, ideas, concepts, ideas conveyed by the outer in the texts.

2.1.2 The Purpose of Reading

As the reader begins to read, they have to decide the purpose of reading itself, and it was essential to making it successful in reading comprehension. There was some purpose of reading. Inline, would am Grabe and Fredicka L. Stoller deviden (2002: 291) some of the reading purpose were:

1. Reading to search for simple information.
2. Reading to learn from text
3. Reading to integrate information, write, and critique the text.
4. Reading for general comprehension

From the statement above, it can be concluded that reading purpose to identify the main idea and to remind the purpose of the writer in order to can obtain a conclusion.

2.1.3 The Technique of Teaching Reading

Many readers have different ways and techniques in reading. Some experts have proposed many ways of reading, as follows :

1) Scanning

Grellet (1999:4) said that scanning means glancing rapidly through a text either to research for a specific piece of information or to get an initial impression of whether the text was suitable for a given purpose.

2) Skimming

Quickly going through a text to find a particular piece of information (Grellet,1999:4).

3) Intensive Reading

Reading shorter texts, to extract specific information. This was a more accuracy activity involving reading for detail (Grellet, 1999:4).

4) Extensive Reading

Extensive reading was one of the fundamental condition of a successful extensive reading program was that student should be reading material which they could understand. If they were struggling to understand every word, they could hardly be reading for pleasure. it means that we need to provide books (stories) was written material for extensive reading. The teacher can take the form of original fiction (short story, fable, mystery, fairy tale, legend, fantasy, comic, novel and, etc). and non-fiction books (biography/ autobiography). As well as simplification of established works of literature (Jeremy Harmer, 2001 :210).

Based on the explanation above, the written material for extensive reading consist of fiction and non-fiction books (stories). Fiction story may provide some pictures in reading text for pleasure and imaginative. One of the media to present the story by using pictures was story picture. The Story picture form, and it is to attract the attention of all people. The story picture has advantages in teaching reading, namely.

2.2 Teaching Reading

In teaching reading, there were four aspects in teaching that the teacher should know, namely:

1. Teacher

According to Grabe (1986:44) the roles of the teacher in teaching reading were to increase the students' motivation, to build students' confidence, to ensure the continuity and the systematic, to show involvement and to demand the performance. From the statement above, the role of the teacher in teaching reading was significant. The teacher should know the problem of the students. So, they can increase their reading comprehension skill and achievement.

2. Students

Students were the most essential aspect that the teacher should pay attention to. The teacher also should motivate the students in teaching reading. Shepherd as quoted by Minarti (2008:8) states that the students feel lazy also had low motivation in learning reading also they

felt tough to comprehend the text. So, in this case the teacher should motivate the students and improve the technique in teaching reading.

3. Material

According to Setiyadi et al (2007:5) stated that reading material was essential for the teacher to reflect the reading materials or the texts to their students were asked to read.

4. Technique of Teaching

It was essential for the teacher to give a useful and relevant technique in teaching. The technique can be valid to the students' skill, especially their language skill. The teacher also should find a good technique to make teaching and learning possible.

Based on the explanations above, in teaching reading, there were four elements that the teacher should know. The four elements were the teacher itself, the students, the material, and also the technique. Material was essential for the students while they comprehend the text. In the next subchapter, the material in teaching reading would be explained clearly.

2.3 Reading Comprehension

Klingner, Vaughn and Broadman (2007, 8) define reading comprehension as a complex process involving the interaction of many components.

Besides, Snow (2002, 11) defines reading comprehension in slightly different ways. Snow categorizes the component which was interacting, and involving in reading comprehension into three components. Those

components were the reader, the text, and the activity. Snow includes the capacities, abilities, knowledge, and experiences of the readers as part of the reader components.

Based on the explanation above can be concluded the reading comprehension was a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components were mainly from the reader, the text, and the activity. Those aspects should interact well with each other.

2.4 Media

2.4.1 Definition of Media

According to Rossi and Braidle (2008:204) Media was all types and materials can be used for education, such as radio, television, books, newspaper, magazine and so on. Roblyer (2010:54) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books.

According to Kamaludin (2009: 29) media was facilities, resources, or tools to utter expressions of art, the line form that was used by people to produce a message or information. Any components around the students that can convey messages that motivated the students to learn. The communication has any forms such as printed or audio-visual. It can be the same as a means of

transmits message that enables the transmitter to the receiver immediately.

Based on the explanation above, media was the way of a teacher to communicate with the students. It was not only helping the teacher to communicate, and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

2.4.2 Kinds of Media in Teaching

In learning there were several types of learning media that were used, according to Sudjana (2011 :3) there were four types of learning media can be used.

- a. Media graphic is called as two-dimensional media that has the light and width. The example of media graphic are images, photo, charts or diagrams, posters, cartoons, comics, and other.
- b. Three-dimensional media are the form of models such as solid models, cross-section models, stacking models, muck ups, dioramas and others.
- c. Projektion media is the slide, film strips, film, use of OHP and others.
- d. The environments can be a medium of teaching.

2.5 Definition of Story Picture

Galih Asri (2013: 29) says that the story picture is a series unique story that uses picture to attract the readers, and it is completed by the text. The picture are media of part to make the readers more understandable on the text. Besides, the text with the picture make the story looks original and factual for the readers.

Based on the explanation, the researcher concludes that the story picture is a combine image, and texts arranged in such a way that they were printed stories. Besides, it has the advantage to help the students understand the text.

2.5.1 Step in Teaching Reading using Story Picture

According to Dariyanyo (2005) step using media story picture:

1. The researcher opens the lesson by first reading the text found in the story picture.
2. Trough guidance teacher students begin to see the text contained in the story picture.
3. The researcher chooses the students to read and practice what was in the story picture.
4. The students read and practice what was in the story picture and remember the material delivered.
5. The researcher and students conclude the material contained in the story picture. The teacher holds and evaluates the material presented.

2.5.2 The strengths of using Story Pictures

1. To help the students to understand the content of the text through the picture that the teacher
2. By using a story picture, it was hope that it can motivate students to read and pay attention to the material. It would create fun learning in English.
3. To Increase the reading skill of students.
4. To stimulate and develop the expression, understanding of the text or vocabulary variety to the verbal lesson.
5. To attract and direct attention to the text.

2.5.3 The weakness of using Story Picture

1. Story pictures do not move and do not make a sound.
2. The story pictures only emphasizes the sensory perception of the eye.
3. The sized was very limited.

2.6 Text

2.6.1 Definition of text

Text was almost the same as the discourse, except that the text can only be submitted in writing, while the discourse can be delivered in oral and written form (Eriyanto :2001, 3). These semantic units were realized in the form of word, clause, and sentence. When we read or write means, we create a text. A dialogue or conversations that emphasize meaning called text. (Groundund1985: 18) also stated when we communicated or event just as a listener or reader, we have created a text indirectly.

Based on the explanation above can conclude the Text was almost the same as the discourse, clause and sentences when we read and communicated just as a listener.

a. Kinds of Text

Based on generic structure and language feature dominantly used, texts were divided into several types.

1. Narrative

Narrative was a piece of text which tells a story and entertains or informs the reader. Some examples of narrative text were fantasy novels, bedtime stories(spoken), historical fiction, and stories. According to Mark Anderson and Kathy Anderson (2003:8).

b. Types of Narrative Text

There were many different types of narrative text. According to Anderson “The types of Narrative text including: Humor, Romance, Crime, Real-life Fiction, History Fiction, Mystery, Fantasy, Science Fiction, Diary-novel, and Adventure”. Those were some types of narrative text. Each can stand alone and can be combined. Instance, romance narrative can be combined through mystery narrative.

c. The Generic Structure of Narrative Text

There were five phases in the generic structures of narrative. According to Anderson and Anderson, (2003:8) & Feeze and Joyce, (1998, 2000; cited in Suharti 2006) the stages of the narrative were as follows:

1. Orientation: this stage introduces the characters and tells the reader something about them. It tells the reader when, where, who, what, and why, and gives a hint about the problem which the characters would encounter.
2. A complication, which was where the reader discovers the problem and something happens that the characters do not expect.
3. Evaluation is usually attached to the complication, they are: the story teller comments in the event, and the reader tells what happens to the characters. On the other hand, the reader shows the action down, and creates suspense.
4. A resolution which were the problems was solved
5. Code is a short comment on what happen the future lives of characters.
6. Coda is a conclusion the story about the event and the future lives of the characters in the story.

2. Recount

Recount was the text telling the reader what happened. It retells a past event. It begins by telling the reader who was

involved, what happened, where this event took place, and when it happened (Pardiyono, 2007:63).

3. Description

Description was about sensory experience-how something looks, sound, tastes. Mostly it was about visual experience, but description also deals with other kinds of perception Kane (2000: 325).

4. Report

Report was a pick of the test that tells information about the subject. It was usually contained facts about the subject description and information on parts, behavior, and qualities (Kathy Anderson and Mark Anderson: 1997).

5. Procedure

According to Ida Nuraida (2008:35), "procedure was the sequence of steps or implementation of work, where the work was done, related to what was done, how to do it, where to do it, and how does it.

2.7 Previous Research

The first was a thesis from Siti Masitah (2015). The title was "The Implementation of Picture-Stories to Improve Students' Reading Comprehension at the Ninth Grade Students of MTs Ngemplak Boyolali.

The research focused at narrative text in order to know the improvement of picture-stories in teaching reading comprehension.

On the other hand, this thesis aimed to investigate the effect of story picture in teaching reading comprehension by using narrative text at the eighth students of MTs Hidayatullah Mataram in academic year 2018/2019.

This class consists of 36 students This was a classroom action research. The action research had been conducted in two cycles during April until November. Each cycle consisted of 3 meetings. Each cycle consisted of four steps; planning, action, observation, and reflection. The technique of the research was using tests, pre-observation and interview. The data were collected from field notes and interview result. The tests consisted of pre-test, post-test 1, post-test 2. It was conducted before and after each cycle.

While, this thesis had two classes consist of 40 students. The design of the research was an experimental design that would take quasi-experimental design. This research would use pre-test and post-test to collect the data.

The research analyzed the average score of each test to find out the improvements of students' reading comprehension in narrative texts after the action was conducted. The result of the research shows that the implementation of picture-stories could improve students' reading comprehension. The average score of students shows the improvement of

their vocabulary mastery. This can be seen in the results of the students' average score in the pre-test 56,4. It increased to 74,6 in the post-test II. It can be concluded that the teacher chose picture-stories for comprehending texts as one of the techniques to improve in teaching and learning of reading narrative texts.

Where as, this thesis would analyze the score of students in order to investigate the effect of story picture in teaching reading comprehension by using narrative text at the seventh-grade students of Hidayatullah Mataram in academic year 2018/2019.

Second, the thesis from Andi Asfira (2013/2014). Her title was The Use of Pictures Story in Improving Student' Ability to Write Narrative Composition at SMA 3 Prepare" a students from English Education Department, the institute of teachers training and education of Muhammadiyah Rappang, Sidenreng Rappang Regency, South Sulawesi, Indonesia year 2013/1014. The objective of the research was to find out whether or not the use of pictures story can improve the students' writing ability in terms of content, organization, vocabulary, language use, and mechanics to narrative composition.

While the title of this thesis was The Use of Story Picture in Teaching Reading Comprehension by Using Narrative Text and the purpose of this thesis the research tried to investigate the effect of story picture in teaching reading by using narrative text at the eighth-grade students of MTs Hidayatullah Mataram.

This research employed a quasi-experimental method that applied experimental and controls class. The population was the first-year students (X) of SMA Negeri 3 prepare in 2013/2014 academic years. The total number of population was 192 students. The sampling process, the researcher used random sampling because the researcher considered that the populations were heterogenic members. Also, the numbers of students in first year of SMA Negeri 3 prepare too large. This sample of this research took I.E as experimental class with 38 students and I.D as control class with 40 students.

On the other hand, this thesis would use quasi-experimental method that would apply in experimental and controls class. The population of this proposal was from the eighth grade students of MTs Hidayatullah Mataram in academic year 2018/2019. The sample will be taken consist of 20 students VIII A would be experimental and control class consist 20 students VIII B.

The result of this research showed that the experimental group got the mean score (75.80) while the control group got a mean score (68.03). This showed that there was a significant difference between the students who were taught by using Pictures Story and those who were taught without Pictures Story. The result of the t-test value (2.63) was greater than t-table (alpha two-tailed = 0.05: 72 = 2.000). This means that H1 was accepted. The study concluded that teaching writing by using Pictures

Story increased the students' ability to write narrative composition at SMA Negeri 3 Prepare.

The result of this thesis was to investigate the effect of story picture in teaching reading by using narrative text at the eighth grade students of MTs Hidayatullah Mataram.

Third, was a thesis from Kurnius Anggat "improving Comprehension reading skill trough picture stories for elementary students in academic year 2017" this research aims to increase the learning process of the student using picture stories. This research was classroom action research. The subject were 24 students from grade II B of SDN Tukangan Yogyakarta. Data collection techniques used observation and test. This research used descriptive qualitative and quantitative data analyses techniques.

Where as, the title of this thesis was The Use of Story Picture in Teaching Reading Comprehension by Using Narrative Text at the Eighth Grade of MTs Hidayatullah Mataram in Academic year 2018/2019. This research quasi-experimental design. The sample will be taken consist of 20 students VIII A would be experimental and control class consisst 20 students VIII B.

The result shows that learning process increase through picture stories. Students pay attention when the teacher teach and student bravely answers when the teacher asked a question. Comprehension in 1st cycle 1st meeting 8 students (33.33%) passed the test with average 67.08, in 2nd

meeting 11 students (45.83%) passed the test with average 68.75, and in 2nd cycle 1st meeting 18 students (75.00%) passed the test with an average 77.91, and in 2nd meeting 23 students (95.83%) were pass the test with an average 84.16.

The result of this thesis was to investigate the effect of story picture in teaching reading by using narrative text at the eighth grade students of MTs Hidayatullah Mataram.



CHAPTER III

RESEARCH METHOD

This part explains the Research design, population and sample, research instrument, method of collecting data, and technique of analysis data.

3.1 Research Design

Experimental research was used to find the effect of a particular treatments against another runway condition (Sugiyono, 2013:72). This method was the most appropriate to measure the use of story picture in teaching reading comprehension. Therefore, the data from the pre-test and post-test compare to the t-test calculation to investigate the use of story picture in teaching reading comprehension.

In this research, the researcher used a quantitative design which was conducted by experimental research design. The experimental research had been formed or selected a group. It is decided what changes she/he introduced, and observed or measured the effect of the group at the end of the study, Emzir (2012:69).

The researcher took two classes. The first class was the experimental class and the second was a control class. The data collection has been collected pre-test and post-test to both classes (Sugiyono, 2018:79).

Table 3.1 Research Design

E.C. = O ₁ X O ₂
C.C.= O ₃ O ₄

Explanation:

E: Experimental class

C: Controlled class

O1: Result of Pre-test (in experimental class)

O3: Result of Pre-test (in controlled class)

X: Treatment that would be given for experimental class by using story picture

O2: Result of Post-test (in experimental class)

O4: Result of Post-test (in controlled class)

Based on figure 3.1, there were two classes which was divided into experimental class and controlled class. They have been conducted in the pre-test (O1 and O3). The pre-test was given in order to get to know students' prior knowledge before giving the treatment. Next, the treatment (X) was applied to the experimental group, and post-test (O2 and O4) was given to both groups. Post-test was applied in order to know students' achievement of the two classes. The score of both groups was compared to see the improvement of them. The researcher conducted the research at MTs Hidayatullah for one month.

3.2 Population and Sample

1. Population

According to Sugiyono (2018:80) states that the population consist of object/subject that has quality and a particular characteristic. The population in this research was the Eighth-grade students of MTs

Hidayatullah Mataram in Academic year 2018/2019, which consists of 40 students, they were VIII A class consists of 20 students and VIII B class consists of 20 students.

2. Sample

Sample was the part of quantity and characteristic that have by the population (Sugiyono, 2006: 118). A researcher able to take a sample of the population was large or limited fund, energy, and time. Therefore, the sample which was taken must be able to represent the population (Sugiyono, 2018: 118).

The eighth-grade student of MTs Hidayatullah Mataram only consists of two classes. They were VIII A and VIII B, where VIII A was experimental class and VIII B was controlled class.

3.3 Research Instrument

The instrument was the tool of facility, that can be used by the researcher in setting the data to make more easily (Arikunto, 2013:136). This instrument the research used reading comprehension test, by using pre-test and post-test in the experimental class and control class. Pre-test and post-test were given with different topic.

The students in the experimental class learn narrative text by using story picture. Meanwhile, the students in the control class learned narrative text without using story picture. Nonetheless, they will get the same topic in the pre- test and post-test.

The researcher used multiple choices test which consists of 20 questions. If all of the students question correctly they will get score 100, but if they do not answer the question incorrectly they would get score 0. The score for the student's correct answer gives 5 and the incorrect gives 0.

3.4 Method of Collecting data

To obtain the data need for the present study, the research employed an achievement test. This test was divided into three parts namely pre-test, treatment and post-test.

1. Pre-test

Pre-test was a test given before the experimental treatment in order to see of the groups wereequal (Lodico, 2010:228). The researcher gave the pre-test to both classes. The purpose of pre-test is to know the achievement in reading comprehension before treatment.

2. Treatment

In experimental class used story picture in teaching reading while the control class would not use story picture. The researcher delivered kind of teaching with related to the material of this investigation about the using story picture in teaching reading. The teaching had been done by the reseacher in the Eight-grade of MTs Hidayatullah Mataram.

a. Pre-Activity

The researcher began the class by doing the step below:

1. Greeting.

2. checks student's attendance.
3. learning motivation to students as useful as possible and the application of teaching material in daily life.
4. explains the learning objectives or essential competencies to be achieved.
5. conveyed the scope of the material.

b. Main-Activity

1. The researcher explained about the procedure of story picture and gives an example of story picture.
2. The researcher splits up the students into several groups.
3. Next, the researcher shared the texts about the short story.
4. The researcher asked the student to find out the generic structure of the text, namely: orientation, complication, evaluation, resolution, and coda.
5. The researcher gave the score to each group of students with were point 20 for the correct answer of the item and point 0 for incorrect answer of the item.

The topic of each meeting, they were: meeting 1 about the short story, meeting 2 about fable, meeting 3 about the fairy tale, meeting 4 about the folk talk, meeting 5 about my stories, meeting 6 about legends, meeting 7 about a personal experience, meeting 8 about myth.

c. Closing

1. The researcher concluded the material that has been taught.
2. The researcher tells about the material that would be taught for the next meeting.

3. Post-test

After pre-test and treatment, the researcher gives post-test to the students. The test was given would be the same as pre-test but the different of introduction. The test included part of reading test to the reading comprehension. The post-test conducted after getting the date from pre-test that informs the research about the score of students. The aim of this test was to compare the score before treatment and after using story picture in teaching reading comprehension.

3.5. Data Analysis Procedure

The researcher would analyze the data by using these steps, namely:

1. Identify the scores of the experimental and control group based on the pre-test and post-test.
2. The researcher used a SPSS program to investigate the normality, homogeneity, and hypothesis test.
 - a. Descriptive statistics

Descriptive statistics is a summary to describe the features of the specific data set and measures of the data. The most recognized types of

descriptive statistics are total of samples, mean score, minimum score, maximum score, and standard deviation.

b. Normality Test

Normality test is a test to determine whether the data has a normal distribution or not. The normality test is done by Kolmogorov-Smirnov (2018) test and Shapiro-Wilk (2018) test with the criteria followed:

Ho = the data has a normal distribution

Ha = the data does not have a normal distribution

The criteria of acceptance of data hypothesis for normality test followed:

Ho is accepted if Sig 2 tailed $> \alpha = 0.05$

Ha is accepted if Sig 2 tailed $< \alpha = 0.05$

There is an exception if the data did not have a normal distribution, then the researcher might use the Wilcoxon test (a part of the non-parametric test).

Wilcoxon test (<https://www.spssindonesia.com/2018/03>) is aimed to investigate the significance or difference of both data samples and as an alternative to find a normal distribution of the data with the criteria followed:

The hypotheses for normality of Wilcoxon test formulated as follows:

The criteria of acceptance of data hypothesis for normality test were follows:

Ho is accepted if Sig. (2 - tailed) > 0.05

Ha is accepted if Sig. (2 - tailed) < 0.05

c. Homogeneity test

Homogeneity test used to determine whether the data obtained from the sample homogeneous or not and homogeneous data is one of the requirements in the independent sample t-test. In this research, the researcher used statistical computation by using SPSS. The hypotheses were:

Ho = the variance of the data is homogenous

Ha = the variance of the data is not homogenous

The criteria acceptance or rejection of the hypothesis was:

Ho is accepted if Sig. (value) $> \alpha = 0.05$

Ha is accepted if Sig. (value) $< \alpha = 0.05$

d. Independent Test

The independent sample t-test used to determine whether there are differences in the average of two unpaired samples. To analyze the data by using an independent test had to have a normal distribution and homogenous.

There is an exception if the result of the data did not have a normal distribution and a homogenous, the researcher can use the Mann-Whitney test and Wilcoxon (<https://www.spssindonesia.com/2018/03>).

It is a test to investigate the difference score of the result experimental and controlled class. Mann Whitney test was included on a non-parametric test that meant to analyze the data have un-normal distribution and heterogonous.

The criteria of acceptance of the data in Mann Whitney test as follows:

H_0 is accepted if Sig 2 tailed $> \alpha = 0.05$

H_a is accepted if Sig 2 tailed $< \alpha = 0.05$

