

The Effect of Using Picture Stories on Students' Reading Comprehension in Narrative Text at the Ninth Grade Students of SMP Negeri 10 Pematangsiantar

Tiara Indah Sari Simangunsong¹, Leonita Maria Efipantias Manihuruk², Novra Melisa P. Hutabarat³
^{1,2,3} University of HKBP Nommensen Pematang Siantar, Indonesia

Article Info

Article history:

Received October 26, 2023

Revised November 3, 2023

Accepted November 4, 2023

Keywords:

Effect

Picture Stories

Reading Comprehension

Narrative

ABSTRACT

This research aims to determine whether the use of picture books has a big impact on students' ability to read narrative texts. At SMP Negeri 10 Pematangsiantar, researchers conducted this research using quantitative methods and a quasi-experimental design approach. The population of this study was 201 class IX students. The instruments used to collect data are based on students' pre-and post-test results. Based on research findings, the average score of the experimental class on the pre-test and post-test was 54 and 75, respectively. The average score of the control group was 58.65 on the pre-test and 65.57 on the post-test as well. The t-test results show ($3.7 > 1.677$) that the t-test value is greater than the t-table value. H_0 , the null hypothesis, is refuted. Keeping this in mind, it can be said that picture books play a major role in helping students improve their reading skills, especially in narrative texts.

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Corresponding Author:

Tiara Indah Sari Simangunsong¹

University of HKBP Nommensen Pematang Siantar

Email: tiaraindahsari60@gmail.com

1. INTRODUCTION

One of the linguistic skills that pupils should have a firm grasp on is reading. Reading plays a crucial role in how one engages in communication. People often argue that reading is the means to open the world because they value reading as a worthwhile pastime. Reading is a fascinating hobby since it allows people to access various knowledge without leaving their homes. Reading is an activity in which readers respond to or make sense of a text in light of their prior knowledge, according to [2], [5]. It implies that reading involves the reader sharing or receiving the writer's experiences or ideas. As [11] asserts, reading is a receptive ability, wherein individuals derive meaning from the words they encounter through reading or listening.

Understanding the reading leads to reading comprehension. According to [13], reading comprehension is the process of both deriving meaning from written language and creating that meaning. It implies that learning comprehension is crucial for all readers to do in order to become good readers. Therefore, reading must be accompanied by interest because a lack of interest is one of the causes of reading comprehension failure. Reading comprehension instruction and learning can be more effectively accomplished when pupils are interested in reading since they will focus more on

reading materials. The "narrative text" concept encompasses any written work that weaves a captivating tale, meticulously crafted and artfully resolved. It focuses on individuals who courageously confront obstacles, hurdles, and life-altering encounters, ultimately culminating in the triumphant resolution of their arduous trials [14]. Narrative Text is a captivating form of writing that intricately weaves together tales and events in a meticulous chronology, often embodying the author's imaginative prowess. Some narratives are even inspired by real-life occurrences, adding an element of authenticity [3], [12].

The instructor is in charge of carrying out the teaching and learning process according to the 2013 curriculum. Teachers must master one of their core competencies, which is teaching. The ability of the teacher to instruct through pedagogy is required to support the four skills (writing, reading, listening, and speaking). So, the topic being taught can be understood and understood by the students. However, students also participate in the process, so it is not just professors who do. This curriculum was recently released by the Republic of Indonesia's Ministry of Education and Culture. The curriculum itself is called the 2013 Curriculum encourages the development of knowledge, abilities, and character. Students are expected to comprehend the subject, participate actively in discussions and presentations, and display discipline and good manners. In the insightful words of [6], the bottom-up processing approach illuminates the art of reading by emphasizing the significance of phonemic units. The teaching-learning process in the classroom is made more enjoyable and engaging by the use of media. A visual tale is one of the various language teaching strategies that may be used to help pupils read narrative texts more fluently. A visual narrative one of which is a picture story. Illustrated stories are a unity and work of art between fine literary works with a cartoon story theme. Picture stories can help readers visualize correctly. According to [7], a picture story is a series of unique stories that uses pictures to attract the readers, and the text completes it. The picture are media of part to make the readers more understandable on the text, as highlighted by [10].

Considering the aforementioned factors that contribute to students' challenges, the researchers endeavor to discover an instructional approach that can effectively assist ninth grade students at SMP Negeri 10 Pematangsiantar in comprehending and mastering reading. Media aims to enhance students' reading comprehension skills and captivate their attention, ensure knowledge retention, foster a genuine interest in the subject matter, and demonstrate the applicability of various concepts, as emphasized by [1].

Based on the explanation above, the researchers are interested in using picture stories as an effective teaching medium to improve students' understanding of reading comprehension. The research will be conducted under the title "*The Effect of Using Picture Stories on Students' Reading Comprehension in Narrative Text at The Ninth Grade Students of SMP Negeri 10 Pematangsiantar.*"

2. METHOD

This research employs a quantitative method, specifically an experimental design. The experimental design allows for a meticulous examination of the impact of deliberately manipulating one variable on another. As [8] affirms, through experimentation, researchers can assess the influence of an independent variable on a dependent variable, thereby testing and validating ideas, practices, or procedures. [8] asserts that the quasi-experimental approach involves the deliberate assignment, albeit not random, of participants into groups. In order to examine potential influences on both internal and external validity, this research employs a quasi-experimental design, incorporating pre-test and post-test to investigate the impact of utilizing picture stories on the reading comprehension abilities of class IX students at SMP Negeri 10 Pematangsiantar, especially those related to narrative texts. In ensuring a robust investigation, the samples will be divided into two distinct groups: control and experimental groups. The experimental group will receive instructions based on picture stories.

In the insightful words of [9], examining the population allows us to comprehensively understand each individual's essence of a phenomenon or concept. The population is class IX students at SMP Negeri 10 Pematangsiantar, comprising seven classes totalling 201. The selected sample, which is a subset of the larger research population, plays a crucial role in this study. As emphasized by [4], sample represents a chosen group from the population that is to be observed

and analyzed. In this particular research, the researchers adopted a purposeful sampling technique, driven by the desire to select individuals who possess traits or characteristics closely aligned with those already known within the population. This technique was chosen for its inherent advantages, notably facilitating the efficient collection of data. Consequently, class (IX-6) was designated as control group, while class (IX-4) was chosen as an experimental group.

The data collection procedures in this research include:

1. Pre-test

In order to assess the students' aptitude for comprehending narrative texts, a pre-test comprising 20 multiple-choice questions was administered. These questions, presented in the form of narrative text, were accompanied by four options (a, b, c, and d) for each question.

2. Treatment

Samples are processed using picture stories. Students are given treatment with the following steps: 1) The researchers explain the activities carried out by students and explain the narrative text to students; 2) Researchers provide more examples of narrative text without images; 3) Researchers ask students to read then ask for themes to explain it; 4) Researchers correct students' answers and find students' mistakes in reading the questions; 5) Researchers take student grades according to procedures.

3. Post- Test

Following the administration of treatment, students are presented with post-tests during their final gathering.

3. RESULTS AND DISCUSSION

Based on data analysis findings, the researchers discovered that applying picture stories significantly affected the reading comprehension ability of ninth-grade students of SMP Negeri 10 Pematangsiantar in narrative text. Some of the findings are as follows :

Table 1. Score of the Pre-Test and Post-Test in Experimental Class.

No	Initial	Pre-test (X_1)	$(X_1)^2$	Post-test (X_2)	$(X_2)^2$	Range
1.	ARS	50	2500	70	4900	20
2.	AL	50	2500	70	4900	20
3.	AV	65	4225	80	6400	25
4.	AS	40	1600	60	3600	20
5.	BT	50	2500	75	5625	25
6.	CRH	70	4900	85	7225	15
7.	CJP	40	1600	55	3025	25
8.	DPP	65	4225	75	5625	10
9.	DK	45	2025	60	3600	15
10.	FGL	50	2500	75	5625	25
11.	GD	55	3025	85	7225	30
12.	IN	40	1600	75	5625	35
13.	JM	65	4225	80	6400	15
14.	KAA	70	4900	90	8100	20
15.	KA	60	3600	75	4225	15
16.	MSS	60	2025	80	6400	20
17.	NR	55	3025	80	6400	25
18.	NA	50	2500	75	5625	25
19.	PDP	55	3025	70	4900	15

20.	RAP	60	3600	85	7225	25
21.	RN	60	3600	80	6400	20
22.	RPD	50	2500	80	6400	30
23.	SA	35	1225	50	2500	20
24.	SN	60	3600	80	6400	20
25.	VAS	50	1600	70	4225	20
26.	RDP	75	5625	85	7225	10
N=26		$\sum X_1 = 1420$	$(\sum X_1^2) = 78.250$	$\sum X_2 = 1945$	$(\sum X_2^2) = 136.575$	580
Mean		$X_1=54.61$		$X_2=75$		

Table 2. Score of the Pre-Test and Post-Test in Control Class.

No	Initial Names of Students	Without using an Picture Stories		
		Pre-test (X_1)	Post-test (X_2)	Range
1.	AJS	55	60	5
2.	AR	75	80	5
3.	AWF	40	50	10
4.	APDG	80	85	5
5.	CS	70	75	5
6.	DS	55	65	10
7.	DAS	50	60	10
8.	ECSS	65	70	5
9.	FA	65	75	10
10.	FNA	50	55	5
11.	GD	80	85	5
12.	GES	35	40	5
13.	IM	60	70	10
14.	IHP	60	65	5
15.	KNTN	60	70	10
16.	MOS	45	50	5
17.	MRRD	60	65	5
18.	NAA	50	60	10
19.	NSP	55	60	5
20.	RAT	70	70	0
21.	RH	50	55	5
22.	RS	65	70	5
23.	SBSP	70	75	5
24.	SDS	50	60	10
25.	TS	75	80	5
26.	WA	35	55	20
N=26		$\sum X_1 = 1525$	$\sum X_2 = 1705$	180
Mean		$\bar{X}_1 = 58.65$	$\bar{X}_2 = 65.57$	6.9

The findings are students scores taught using picture stories as a medium are higher than students' scores taught using conventional techniques. This can be proven by the average of the experimental group at the pre-test was 54.61, the control group at the pre-test was 58.6, and the average of the control group at the post-test was 65.5. The standard deviation of the experimental group in the pre-test was 10.3 and 10.5 in the post-test, while the standard deviation of the control

group in the pre-test was 10.4 and 10.35 in the post-test. It is known that students in the experimental group obtained higher scores than students in the control group.

Discussion

Researchers conducted research to determine the effect of incorporating story media into teaching narrative texts. She administered a pre-test and post-test in the form of a multiple-choice assessment. Following the completion of the post-test, researchers analysed the data using t-test. The results revealed that students who utilized picture stories achieved significantly higher scores on post-test ($\Sigma x^2 = 1945$), with mean of 75. In contrast, scores of students who did not utilize picture stories on post-test were lower ($\Sigma x^2 = 1705$), with mean of 65, which is considered average. Combining pre-test and post-test results effectively demonstrates students' enhanced reading comprehension.

Implementing picture stories in the experimental class has significantly developed students' abilities to comprehend narrative text. The researchers conducted a thorough analysis by utilizing a t-test to determine the significant difference in scores between pre-test and post-test. The resulting t-test value of 3.7 indicates substantial improvement. Furthermore, researchers assessed the degree of freedom, calculated as $(N_e + N_c - 2)$, resulting in 50. By referring to t-table with 5% level of significance, the researchers found that the value for the degree of freedom of 50 was 1.677. Upon comparing the t-test value of 3.7 with t-table value of 1.677, it becomes evident that the Alternative Hypothesis (H_a) is accepted, leading to the rejection of Null Hypothesis (H_o) and the validation of the theory. In conclusion, the application of picture stories as a teaching medium has effectively enhanced the performance of ninth-grade students at SMP Negeri 10 Pematang Siantar in understanding narrative text.

After careful analysis of the data, the researchers have successfully uncovered the solution to the quandary: the importance of unravelling the effect of picture stories in reading narratives. The striking disparity in mean scores between experimental (75) and control (65.5) is a compelling testament to this revelation. By virtue of the t-test surpassing the t-table, specifically 3.7 exceeding 1.677, the researchers have accepted the alternative hypothesis (H_a). Such an outcome, where the t-test surpasses t-table, indicates the profound influence of picture stories on reading comprehension of written narratives.

4. CONCLUSION

This research identifies that the application of picture stories as a medium in educational activities significantly influences ninth-grade students' ability to understand narrative texts. Even more so, Students become more engaged in class, grasp the lessons being taught, and have a higher level of interest thanks to the employment of visual tales in the classroom. According to the data testing findings, the experimental group's average pre-test score was 54.61, whereas the control group's was 58.6. The pre-test standard deviation for the experimental group was 10.3, and the post-test standard deviation for that group was 10.5, whereas those for the control group were 10.4 and 10.35, respectively. According to the analytical results at the 5% level of significance, $T\text{-test} > T\text{ table}$ ($3.7 > 1.677$). This demonstrates that (H_o) is turned down, but (H_a) is welcomed.

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