THESIS

"USING PICTURE-STORIES TO IMPROVE THE STUDENTS' READING COMPREHENSION (A Classroom Action Research Conducted at the Eighth Grade of SMP N I Tasikmadu Karanganyar in the 2009/2010 Academic Year)"

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CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays English has a very important role because it is particularly used in almost all of the countries as a native and international language. Based on the fact above, it becomes one foreign language, which has to be mastered by all people in the world. That is why English has to be taught in all levels of education. The widespread need for English as a second or foreign language needs a considerable pressure on the educational resources of many countries.

Teaching and learning English in Junior High School has its scope including competence to comprehend and to produce spoken and written texts through four language skills: listening, speaking, reading, and writing; competence to comprehend and to create many short functional texts and monolog also essay in the form of procedure, description, recount, narrative, and report. For this reason the teacher must have various methods in teaching genre to make the students more interested in teaching learning process.

Reading, one of the language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Reading is a part of daily life for those who live in literate communities. People consider reading as an important activity, so that people usually say that reading is the way to open the world. Reading is interesting

activity, because by reading, people can get some information widely without going anywhere.

Teaching English is not easy because it requires motivation and creativity in order to make a good condition and achievement of English Learning and teaching goal. Students in Junior High School still find many difficulties in reading. For example, when the students read a text, they can not comprehend that text because the text is very long. For that reason, the students need an interesting technique to improve their reading comprehension.

Aebersold and Field (1997: 15) define that reading is something which people look at the text and assign to the written symbols in that text; in other words, we assume that reading activity is people's activity to read a text; there is interaction between the reader and the text when people read that text. Wallace (1992: 3) states that reading in a first or any other language, is an awareness of the way in which we use language. It means that reading is above all to do with language.

It can be concluded that reading is a process of reacting and understand a written text as a piece of communication. Reading does not necessarily need to look everything in a given piece of text. It is important to comprehend genre in order to catch the information and message in written text. Text comprehension is related to reading skill, as reading is one of the important skills in order to communicate using English to fulfill daily needs such as reading newspaper, instruction, rule, book, advertisement, magazine etc. Reading is not the activity to read aloud but to comprehend the message and information in the text. Reading is

very important to be given as a skill in English lesson and becomes the compulsory skill in English learning in the Junior High School curriculum.

Based on the interview done with the English teacher of SMP N I Tasikmadu, the researcher found that the students' comprehension on genre is low. From the result of interview, it revealed that the students at the eighth grade of Junior High School of SMP N I Tasikmadu had a problem in reading. The teacher said that the students have weaknesses in reading comprehension. From the pre-observation and interview done in pre-research, the researcher found the fact that the eighth grade students of SMP N I Tasikmadu had a problem with reading that was the students' achievement in reading.

The problem which arises at the eighth grade students of VIII B at SMPN I Tasikmadu is that the students have low comprehension on genre. It was affected by students' competence and classroom situation.

The problem which arises at the eighth grade students of VIII B at SMPN I Tasikmadu in reading comprehension was recognized when the researcher did pre-test to the students of VIII B. Based on the students' average score in pre-test, the researcher found that the score was only 6, 1.

From the students' competence aspect, the researcher found some indicators dealing with the low of the students' comprehension on genre. First, the students got difficulties to identify the setting of place and the setting of time in a narrative text. For example, when the teacher asked the students, *"When did the story take place?"* They got difficulty to answer it. Then, the students got difficulties to catch the main idea of each paragraph in the narrative text. For

example, when the teacher asked '*What is the main idea of paragraph one*?' the students were silent. In the written test, they also could not answer the question. Last, the students got difficulties to identify the generic structure of the narrative text. The researcher also found the students' problem in comprehending the text when the students were asked to identify the orientation, conflict, and resolution in the narrative text, such as '*What is the orientation of the text?', 'What is the conflict of the story?'*

From the classroom situation category, the researcher found some indicators dealing with the low level of the students' comprehension on genre. The indicators are: a) the students were noisy in the teaching and learning (TL) of English in the classroom, they made some noise by chatting with their friends, and some students disturbed the other ones who were doing the exercise seriously and quietly; b) the students tended to be passive learners. The researcher observed that the students were silent when their teacher asked them about the difficulties and response to the materials they had learned; c) the students paid little attention toward their teacher's explanation during TL activity. The researcher observed that some students were drawing something in their own book; d) the students got difficulties to speak English in the classroom during TL English. They were not willing to speak English in the classroom. Moreover, they had difficulties to read English text loudly.

The other problem came from the teacher, the students, and factors other than teacher and the students. From the teacher's side, the teacher's way of teaching reading affected the student's reading comprehension. The teacher gave

the material based on the curriculum only, so there was no improvement when she was teaching. She just asked the students to read a certain text in the book or the students' exercise book (LKS), and then she asked them to do the task following the text. The monotonous process of learning made students discouraged to learn. The other problem is that the teacher was not able to make the situation in the class interesting, so the students were not interested in the topic.

From the students' side, the causes came from the students' reading type, the students' reading habit, and also the students' reading knowledge. First, most of the students had almost the same reading type. They liked to read silently. They did not like to read aloud and share it to their friends. They said that they preferred to read alone with consideration that they felt convenient and could concentrate better. The students' reading habit was bad, because they had a little allotment of time to read English texts. In addition, the students' reading knowledge was low, there were some causes: the limited vocabularies, difficulties in making sentences within paragraph, difficulties in finding the main idea, and difficulties in making conclusion of the text.

The students did not have sufficient intrinsic motivation to learn English. Furthermore, they were not quite aware that English is an important subject matter. They thought that English was very difficult to understand, so they were reluctant to read English text and they were lazy to do homework. Most of the students come from various family backgrounds. They have their own society that can influence their motivation to learn.

The next cause was from factors other than of the teacher and the students. It came from the material and the atmosphere of the class. The material was very limited, so the teacher could not develop the material because the material depends on the curriculum and the students could not improve their reading skill. The material used was not interesting, the text contains unfamiliar words, that it made the students feel burdened and it was hard to learn. Besides, the bad classroom atmosphere was a negative contribution to the students' learning.

Related to such problems, the researcher intends to overcome the problems and to improve students' reading comprehension using picture- stories. Based on the pre-research the researcher found that the students' motivation in reading was low because when the students found the text in LKS they did not understand the content of the text. Therefore, picture-stories is appropriate solution to improve the students' ability in comprehending the text.

Symonds (1999: 10) states that picture-story is made of a comprehensive study of imaginative processes in children. He adds that among the many methods employed was the collection of stories which were written in response to pictures. According to Wright (1989: 2) picture can contribute to interest and motivation, a sense of a context of the language, and a specific reference points or stimulus.

Symonds (1999: 11) states that in making up stories in response to pictures an individual tends to apperceive his own past experiences and that these apperceptions contain themes which are personality tends of the story teller. Wright (1995: 6) states that stories are motivating, rich in language experience, and inexpensive. He adds that stories should be a central part of the work of all

primary teachers whether they are teaching the mother tongue or a foreign language. From the definition above, it can be concluded that teaching reading using picture-stories is very imaginative to make the students to build their imagination, interest and motivation.

As the phase of teenage is a transitional period, it means that teenagers are growing to be adults, they want to be given freedom, to take responsibility, but they have to be controlled. They want to know about new things. The combination of picture and story makes them more imaginative when they are studying with text.

In this action research, the researcher has some targets to achieve by using a story combined with pictures in teaching reading. In accordance with what has been mentioned above, the first target deals with the academic achievement, that is the improvement of the students' reading comprehension. The second one is to improve students' interest and motivation by using interesting materials.

Considering the function of the picture-stories especially in education and the curriculum of junior high school that emphasizes reading in teaching English, the researcher is interested in conducting an action research in teaching reading by using picture-stories. In this study, the researcher focuses on narrative texts that are taught in the eighth grade of Junior High School in the second semester. The reason leads the writer to conduct a research entitled **"USING PICTURE-STORIES TO IMPROVE THE STUDENTS' READING COMPREHENSION (A Classroom Action Research in the Eighth Grade of SMP Negeri I Tasikmadu Karanganyar in the 2009/2010 Academic Year).**

B. Problem Limitation

There are so many problems concerning with the improving of the student's reading comprehension of Junior High School. It is impossible to discuss all of the problems above. Therefore the study is limited as follows:

1. The study is focused on **Using Picture-Stories to Improve The Students' Reading Comprehension at the Eighth Grade of SMP N 1 Tasikmadu Karanganyar in the Academic Year of 2009/ 2010.**

2. The study is analyzing the difficulties of developing the students' reading comprehension.

3. The study emphasizes on using picture-stories to avoid the difficulties in developing the students' reading comprehension in the Eighth Grade of SMP N 1 Tasikmadu Karanganyar in the 2009/2010 Academic Year.

C. Problem Statement

Based on the background of the study, some problems that arise can be stated as follows:

1. Does and to what extent the use of picture-stories in teaching reading improve the eighth grade students' reading comprehension?

2. What are the problems faced by the teacher in improving the eighth grade students' reading comprehension by using picture-stories?

D. The Aim of the Study

The research is conducted in order to reach the following aims:

1. To identify whether and to what extent the use of picture-stories improves students' reading comprehension of narrative texts.

2. To describe the problems when the teacher teaches narrative texts in the eighth grade students of SMPN I Tasikmadu by using picture-stories.

E. The Benefit of the Study

The result of the study is expected to be able to give some benefits as follows:

1. For the researcher, this research contributes a useful experience. The researcher can see how far and how well teaching and learning English can improve by using picture-stories. The researcher also knows whether or not the students enjoy and improve their reading comprehension of narrative texts.

2. For English teacher, this research is expected to get better understanding about how to teach narrative texts. It means that the teacher has new inspiration to teach narrative texts with a different way to improve reading comprehension.

3. This research is expected to motivate the next generation teacher to be more innovative and creative in teaching English. It can be also a new finding that is used to improve English teaching in Indonesia.

CHAPTER II

REVIEW ON RELATED THEORIES

This chapter discusses some definitions and theories related to the points of the study.

A. Review on Reading Comprehension

1. The Nature of Reading Comprehension

Before defining what reading comprehension is, it is better to know the nature of reading itself. Reading is more than simply referring of the activity of pronouncing the printed material or following each line of written page. It consists of various and mixed activities. People have their own activities to apply the reading activities. They have different purpose why they read. It is also more than recognizing words within a sentence; it includes whole activity of thinking process to evaluate the information. The following are some definitions of reading proposed by some experts:

Wallace (1994: 4) says that reading as interpreting means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which the reader has some purposes in attempting to understand.

Aebersold and Field (1997: 15) say that reading is what happens when people look at the text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the

reading process to begin. Thus, there is an interaction between the text and the reader that constitute actual reading. Meanwhile, Heilman and Blair (1981: 4) state that there are some basic aspects of reading with which most authorities are in agreement as follow:

1. Reading is interacting with language that has been coded into print
2. The product of interacting with the printed language should be comprehension.
3. Reading ability is closely related to oral language ability.
4. Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment.

Grellet (1998: 7) defines reading as an active skill that constantly involves guessing, predicting, checking, and asking oneself question.

Based on the definitions above, it can be concluded that reading is a means of communication which an active, communicative and interactive process that goes on between the reader and the text, resulting in comprehension.

The idea that there are three main types of reading activity, those which accompany it, and those which follow it, is now a common discourse about reading (Williams, 1997; Wallace, 1988). They divide the reading activity as follows:

a. Pre-reading activities

Some pre-reading activities simply consist of questions to which the reader is required to find the answer from the text. Traditionally this

type of question followed the text and was designed to test comprehension, but in more recent materials questions often precede the text and function as scanning tasks-that is the learner reads the text quickly in order to find specific information related to the questions.

b. While-reading activities

Generally the aim of while-reading activities is to encourage learners to be flexible, active, and reflective readers. Many while-reading tasks, with the aim of encouraging active and reflective reading, attempt to promote the kind of dialogue between reader and writer.

c. Post-reading activities

Traditionally the major, often only, kind of post reading activity consisted of questions which followed a text.

The different ways for reading are supposed to make the reader easier to get information in the text. Reading is not only to know about the information but it needs understanding and comprehension to get some points from the text.

In this case, reading and understanding relate to each other. Reading itself contains the activity to understand the text and information in the written text. In order to understand or to get points from text, we need comprehension for it. Therefore, reading cannot be separated from comprehension.

Hornby (1987: 174) defines comprehension as the mind act or power of understanding.

Grellet (1998: 182) states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. According to Howell, et al (1993: 182), reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning.

Kennedy (1981: 192) states that reading comprehension is a thought process through which reader becomes aware of an idea, understands it in terms of their experiential background and interprets it in relation to their own needs and purposes.

Kennedy adds that reading comprehension is not a skill or ability that can be developed once and for all at any level of instruction. It is a cumulative process that begins in early childhood and continues as long as an individual reads for information.

Kennedy (1981: 192) states that reading comprehension is a thinking process by which pupil selects facts, information or ideas from printed materials, determines the meanings the author intended to transmit, decides how they relate to previous knowledge he has acquired and judges their appropriateness and worth for meting his own needs and objectives.

Smith and Robbinson (1980: 54) state that reading with comprehension is the understanding, evaluating and utilizing of information and idea through an interaction between the reader and the author.

From many different theories above, it can be concluded that reading comprehension is a process understanding, evaluating and utilizing of information

to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose.

2. **Models of Reading**

In looking for ways to describe the interaction between reader and text, scientists have also created models that describe what happens when people read (Aebersold and Field, 1997: 17). Barnett (in Aebersold and Field, 1997: 17-18) provides a thorough summary of three main models of how reading occurs. They are bottom-up theory, top-down theory and the interactive school of theorists.

a. Bottom-up theory argues that the reader constructs the text from the smallest units (letters to words phrases to sentences, etc) and becomes automatic that readers are not aware of how it operates. It means that reader have to understand the passage by reading word by word to reach the whole understanding.

b. Top-down theory argues that readers bring a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary and check when new information appears. Reader has known about the passage so they just want to know if there is any new information in the passage.

c. The interactive school of theories argues that both top-down and bottom-up processes are occurring either alternately or the same time. It describes a process that moves both bottom-up and top-down depending on the type

of the text as well as on the readers' background knowledge, language proficiency level, motivation strategy use, and culturally shaped beliefs about reading. Reader uses both model in their reading activity depend on the situation that they faced.

3. **Techniques of Reading**

Some linguists have proposed many ways of reading, Grellet (1998: 40) summarized the way of reading including as follows:

a. Skimming: quickly running one's eyes across a whole text (an essay, article, or chapter) to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text.

b. Scanning: reading quickly going to a text to find a particular piece of information. Williams (1996: 100) states that scanning occurs when a reader goes through a text very quickly in order to find a particular point of information.

c. Extensive Reading: reading longer text usually for someone's pleasure. This is a fluency activity, mainly involving global understanding.

d. Intensive Reading: reading short text to extract specific information. This is more an accuracy activity involving reading for detail.

4. **Reading Comprehension Skill**

Dallman (1982: 133) states that there are various skills that make the ability to comprehend what is read. These specific skills may be classified as follows: a) the purpose of the reader and b) the length and nature of the selection read.

a. The skills Classified According to the Reader's Purpose

The skills dependent upon the reader's purpose are classified into nine levels of comprehension skills:

1. Reading to find main idea

   : to get the general idea of a selection.

2. Reading to select significant details

   : to note important details.

3. Reading to answer question

   : to answer question.

4. Reading to summarize and organize

   : to make summaries and organizes what he reads.

5. Reading to arrive at generalization

   : to note specific instances and then decide whether the data presented are sufficient to warrant a significant conclusion.

6. Reading to follow direction

   : to note details to organize, and to note the sequence of events.

7. Reading to predict outcomes

   : to predict each sentences in a paragraph

8. Reading to evaluate critically

   : to make critical evaluations of what is read.

9. Reading graphs, tables, charts, and maps

   : to recognize the value of tables, charts, graphs, and maps.

b. Skills Classified to the Structure or the Length of Reading Unit

1. Phrase meaning

   : skill in comprehension of phrases

2. Sentence meaning

   : skill to comprehend a complex sentence

3. Paragraph meaning

   : skill to comprehend the main idea, selecting important details, answering questions, arriving at generalizations, and following in a paragraph.

4. Comprehension of longer selections

   : skill to comprehend longer selections, special attention needs to be paid to the mains of reading stories, articles, chapters, and book.

Anderson in Aebersold and Field (1997: 16) states that successful readers can comprehend the text well if they are able to:

1. recognize words

2. analyze unfamiliar words

3. read for meaning, concentrate on constructing meaning

4. guess about the meaning of the text

Kennedy (1987: 204) also states that the term of general comprehension skills refer to the ability to understand and interpret the meaning of words, sentences and paragraphs and it must be taught systematically from the beginning of formal reading instruction.

5. Question Technique in Reading Comprehension Skills

Burn (1984: 203-204) states that there are seven major question types. These types can be explained as follows:

a. Main Idea Question

Students are asked to identify the central theme of selection.

b. Detail Questions

Students are asked to assimilate the information conveyed by these questions.

c. Vocabulary Questions

Students are asked for the meaning of words used in the selection.

d. Sequence questions

Students are asked about events in their order of occurrence.

e. Inference Questions

Students are asked to read between the lines to get answer that is implied by statement in the selection.

f. Evaluation question

Students are asked for judgments about the material.

6. <u>Strategies to Improve Comprehension Skill</u>

Many strategies can be used effectively to develop comprehension skill. Comprehension is facilitated by appropriate reading materials, intellectual curiosity, and desire to learn.

There are general principles of instruction which can be used as guides in implementing programs to develop the abilities which make up the specific skills of comprehension. According to Kennedy (1984: 197-198), those named below are representative and could be used profitably in most classroom,

a. Encouraging the use of oral language

Any activity that increases facility in speaking and understanding spoken language will aid in developing a background for comprehension and there should be sample time for classroom discussion, conversation, and oral reporting.

b. Motivating pupils

Pupils must want to read if they are to develop comprehension. Each class period can provide opportunities for enlisting their interest in the materials and exercises being used, planning objective to be attained, and doing independent reading. If a pupil can be convinced of a personal need to read, instruction will be much less difficult.

c. Providing practice in reading easy material

Nothing will facilitate development of comprehension more than relevant practice. Systematic exercises should involve reading materials that are within the experience and achievement range of reader. Unsuitable materials not only

keep the thought process intact, they develop increased speed of recognition, which goes hand with comprehension.

d. Encouraging purposeful reading

A major reason young readers fail to comprehend is that they do not have specific purposes in mind when they scan or read material. Unless they have a reason for reading, they have no incentive to remember the content.

e. Stressing vocabulary development

Meager sight and recognition vocabularies make comprehension difficult. A sight vocabulary extensive include 90 percent of the words contained in reading matter usually is required for adequate understanding. One of the surest ways to increase comprehension is to plan a program of vocabulary development that will stress sight and independent word recognition, as well as understanding of words.

7. <u>A Construct for Reading Comprehension</u>

From the explanation above, it can be concluded that reading is a means of communication between the reader and the writer so that the reader understands what the writer says in a certain text, then, the reader reads these graphic symbols as the message representation.

Reading comprehension skill is one's ability to understand written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself.

There are many aspects of reading comprehension skill. In this research, the researcher limits the aspect of reading comprehension skill as follows: a) Reading to find main idea that covers the ability to identify the central theme of a selection b) Reading to select significant details that covers the ability to assilmilate the information conveyed by these question c) Reading to find the vocabulary questions that covers the ability to get the meaning of words used in the selection d) Reading to follow direction to note details that covers the ability to organize, and to get information about events in their order of occurrence e) Reading for inference that covers the ability to read between the lines to get answer that is implied by statement in the selection.

8. Teaching Reading

Reading is one of the basic communicative skills, but is a very complex process. It is difficult to arrive at a precise definition of the reading process. Kennedy (1981: 35) sates that there are techniques for instructional plans based on basal reading program using a graded series of teaching materials and on nonbasal programs such as the individualized reading, language-experience, and eclectic approaches.

Kennedy adds in schools using a basal program, a daily period is usually set aside for a formal reading presentation in which basic skills are directly taught or practiced.

In order to maintain balance in instruction and to prevent gaps in the skills program, instructional procedures for direct teaching of skills and activities and

exercises to develop them should be incorporated into reading presentations whenever they are used. Kennedy (1981: 35) suggests the step in a plan for guiding skills development and activities for developing each step, in the following outline:

I. Building background

    A. Providing direct experiences in which pupils can:

        1. Examine objects described in a selection

        2. Visit places mentioned in a selection

        3. Construct or examine models of an object

        4. Talk with the subject of a selection

    B. Providing indirect or vicarious experiences by:

        1. Conducting discussion centered around the concepts, characters, or setting of a selection

        2. Explaining the essentials required for understanding a selection

        3. Using resource persons

        4. Using audiovisual aids

II. Developing Vocabulary

    A. Teaching a sight vocabulary

    B. Teaching word recognition (analysis) skills

    C. Developing ability to use context

    D. Emphasizing word meanings

III. Setting up Purposes for Reading

    A. Reading to locate specific information

B. Reading to find the main idea

C. Reading to infer meanings and arrive at generalizations

D. Reading critically

E. Reading for enjoyment

IV. Providing Practice in the Reading Skills

A. Scanning or reading rapidly to locate facts and information

B. Reading silently to find main ideas, get general impressions, examine materials critically, and secure enjoyment

C. Reading orally to entertain an audience

D. Reading orally to impart information

V. Discussing what is Read and Providing direction

A. Leading pupils to:

1. Answer reselected questions

2. Discuss assigned purposes

3. Examine ideas suggested by a reading selection

4. Express reactions to a selection

5. Consider what the outcomes of a story might be

VI. Supervising Independent Reading

A. Finding reading problems that need correction

B. Noting the level of materials read

C. Arranging interviews with the students

D. Aiding students in the selection of materials

VII. Evaluating Progress

    A. Observing for:

        1. Smoothness of reading

        2. Attentiveness during reading

        3. Obvious reactions to content

        4. General ability to participate

        5. Errors in the use of reading skills

    B. Using oral questioning to find:

        1. Knowledge of sight words

        2. Understanding of phonics and structure

        3. Insight into the meaning of concepts

        4. Development of interests

        5. Ability to express ideas orally

        6. Growth in fluency of expression

    C. Providing written tests to determine

        1. Knowledge of content

        2. Recognition of word meanings

        3. Retention and recall of facts

        4. Ability to organize information

        5. Proficiency in spelling new words

Kennedy (1981: 35) adds each procedure is essential in teaching developmental reading, and none can be slighted without decreasing the effectiveness of the program in school.

Based on the theory above, it can be concluded that in teaching reading there are many procedures that must be done by the teacher, they are needed to make the process of teaching-learning more effective.

B. Review on Genre

1. Definition of Genre

Richards (1997: 161) defines genre just as informational texts may be organized and labeled as arguments, descriptions, or comparison and contrast, literary texts are organized by genres. He adds that genres are types of writing, including the two broad categories of poetry (love poems, sonnets, epic poems, comic verse, verse dramas odes, and various other types) and fiction (short stories, mysteries, romance novel, science fiction, and historical novels).

Martin in Swales (1990: 40) states that genres are how things get done, when language is used to accomplish them. Martin adds that genres range from literary to far forms: poems, narratives, service encounters, new broadcast and so on.

Saville and Troike in Swales (1990: 39) define genre as the type of communicative event and offers the following as example: jokes, stories, lectures, greetings, and conversation. Swales (1990: 33) also states that genre is quite easily

used to refer to a distinctive category of discourse of any type, spoken or written, with or without literary aspiration.

Swales in Bhatia (1993: 13) defines genre as follows:

A recognizable communicative event characterized by a set of communicative purpose identified and mutually understood by the members of the professionals or academic community in which it regularly occurs. Most often it is highly structured and conventionalized which constraint on allowable contributions in term of their intent, positioning, form, and functional value. These constraint, however, are often exploited by the expert members of the discourse community to achieve private intentions within the framework socially recognized purposes(s).

Martin (1992) in Hyland (2004: 5) states that genre in Systematic Function Linguistic is seen as 'staged, goal oriented social process', emphasizing the purposeful, interactive, and sequential character of different genres and the ways that language in systematically linked to context.

He adds that genres are social processes because members of a culture interact to chive them; they are goal oriented because they have evolved to achieve things; and they are staged because meanings are made in steps, and it usually takes writers more than one step to reach their goals.

Swales (1990) in Wallace (1992: 30) states that genres are social events not only in terms of the social roles and purposes of those who create them as speakers or writers but because the communicative function of the resulting

spoken or written text is recognizable to a particular community of listeners or readers.

Based on the definitions above, it can be defined that genre are informational texts and a distinctive type of written or spoken text of communicative even characterized by a set of communicative purpose(s) made in certain rules that are associated with a writer's purpose through style and form that ranges from literary too far from literary form which has specific purposes in communicative events and distinctive linguistic characteristic and its own generic structure to construct effective purpose, effective text element construction and diction.

2. **The Genres**

Based on Standar Isi Mata Pelajaran Bahasa Inggris in the 2006 KTSP (Kurikulum Tingkat Satuan Pendidikan) Curriculum for SMP and MTs, the kinds of text or genres that should be taught are description, recount, narration, procedure, and report. These genres can be explained as follows:

1. Description

   Description is a type of text, which has the specific function to give description about object of thing or people.

2. Recount

   Recount is type of text, which has specific function to inform about past activity.

3. Narrative

Narrative is a type of text to retell activity or past event for narrating problematic and resolution to amuse or entertain and often intended to give morality to the reader.

4. Procedure

Procedure describes how something is accomplished through a sequence of actions or steps.

5. Report

Report is a type of text to give information natural or non-natural phenomena or things in the world to add knowledge to the reader.

3. The Generic Structure Potential and Language Features of Narrative Text

Hyland (2004: 33) states that narrative genre has purpose to entertain and instruct via reflection on experience.

Mc Crimmon (1984: 159) states that narration is a story to make a point. It can be used in an abbreviated form to introduce or illustrate a complicated subject that is, writers often use narration to lead into the body of their writing or in an extended form to provide a detailed, personal account of "what happened".

He adds that an effective narration has plot; it is arranged according to a meaningful and dramatic sequence of action, which may or may not follow the order in which events actually happened.

According to Pardiyono (2004: 9) narrative is a kind of text to tell past activities which focus on problematic experience and resolution to amuse and give lesson moral to the reader.

It can be concluded that narrative has features as follows:

1. Social Purpose of Narrative Genre

    Its social purpose is to amuse, entertain and to deal with actual or vicarious experience in different ways to the readers.

2. Structure of Narrative Genre

    a. Orientation   : Provide information about characters' situation. Its function is to attract reader's attention to the story.

    b. Sequence of events

        1. Introduction   : Presents the event

        2. Problem   : Present on or more problems for the character to solve

        3. Climax   : Present the highest point of problem

        c. Resolution : Sort out the problems for the characters

        d. Coda   : Short conclusion to give moral lesson

3. Grammatical Pattern of Recount

    a. Using sequence markers, such as *first, second, third, etc*.

    b. Using past tense, such as *past perfect tense, past continuous tense.*

    c. Using verb of doing, such as *ran out, went, got, tried etc.*

    d. Using adjective word, such as *frightened, quiet, calm, happy, etc.*

    e. Using repetition of subjective pronoun, such as *my aunt*, *she, he*, etc.

f.   Using conjunction, such as *but, unfortunately, then, after that.*

4. The kinds of narrative text include novel, scenarios, legend, fable, short stories, folktale, etc.

Example:

Orientation

Once upon a time in the middle of the forest, there lived a girl named Jane with her father, a poor woodcutter.

Sequence events

Introduction

One day, the little girl's father did not come home from the forest and Jane become more and more frightened that he had an accident.

Problem to climax

Finally she plucked up all her courage and headed out to the clearing where she thought her father had been that day. After two long hours searching, she finally found him. His foot had been trapped under a log and he couldn't lift it himself.

Resolution

Jane helped her father to free himself and they went home happily..

(Taken from Grammar and Meaning)

C. Review on Picture-Stories

1. Definition of Picture

Picture as part of visual aids can be used as a technique in teaching English reading at junior high school. Visual aids are a situation where the learner can see what is named by the word to be learned. It gives a lot of contribution because with picture, students not only can hear but also can see the sign which is illustrated by the picture to express of idea or words. Allen (1989: 7-8) states that this (pictures) is important because success in learning often depends on the number of sense which are used in learning process, when student can touch something's, in addition to hearing and seeing the world that names it, there is stronger chance that the world will be learned.

Picture as one kind of media has some different terminology. Some experts have defined the notion of pictures. Shores (1996: 188) points out that a picture may be defined as likeness of a person, place, things, or idea on flat surface produces by means, drawing, painting, or photography.

Besides that, it is described in the Webster's Dictionary (1983: 137) as an image or likeness of an object, person, scene reproduced on flat surface, especially by painting or photography; a mental image or impression; an idea.

Wright (1989: 2) states picture can contribute to interest and motivation, a sense of a context of the language, and specific reverence points or stimulus. It means that a picture is the kind of visual aids which can make a great interest, motivation and stimulus to language learner.

Wright (1997: 2) add pictures are not just an aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences we must help our students to cope with it.

From the explanation above, it can be concluded that picture is a kind of visual aids which includes an image of terms or kinds of pictures and this (picture) is important to make success in learning because picture makes the children build their imagination, interest and motivation. It depends on the teacher to select which one is suitable.

2. **Definition of Stories**

Cameron (2001: 159) states a story is a whole imaginary world, created by language that children can enter and enjoy, learning language as they go. It can be said that stories is creative language which makes the students build their imagination. He adds that stories have the qualities of content; organization and language use that we have explored thus far are potentially useful tools in the foreign language classroom, since they have potential to capture children's interest and thus motivation to learn, along with space for language growth.

Cameron (2001: 167) states story is a message that tells the particulars of an act or occurrence or course of events; presented in writing or drama or cinema or as radio or television program.

Webster's Dictionary (1983: 137) describes story as the full sequence of events in a work of fiction as we imagine them to have taken a place, in the order in which they would have occurred in life.

Wright (1995: 6) states that stories are motivating, rich in language experience, and inexpensive. He adds that stories should be a central part of the work of all primary teachers whether they are teaching the mother tongue or a foreign language.

Based on the definition above, it can be summarized that stories are imaginary language and full sequence of events in a work of fiction presented in writing or drama or cinema or as radio or television program which are motivating, rich in language experience, and inexpensive. It is very useful to enhance the teaching learning in the classroom.

3. <u>Definition of Picture-Stories</u>

Symonds (1999: 10) states that picture-story is made of a comprehensive study of imaginative processes in children. He adds that among the many methods employed was the collection of stories which were written in response to pictures.

According to Wright (1989: 2) picture can contribute to interest and motivation, a sense of a context of the language, and a specific reference points or stimulus.

Haycraft (1978: 107) suggests pictures make up story as with other visual aids, students can describe each picture separately. Picture composition can also be developed into written summaries on the board and used to practice narrative skills.

Symonds (1999: 11) states that in making up stories in response to pictures an individual tends to apperceive his own past experiences and that these apperceptions contain themes which are personality trends of the story teller.

Based on the definition above, it can be concluded that combination of picture and story is interesting to improve the students' motivation and comprehension in children because by using picture-stories the students can depict what they are thinking about the story in the text, they are not only read the text but also see the actions of story in picture. It makes the students interested in reading the text.

4. The Benefit of Using Picture-Stories in Language Teaching

All English second language teachers can find valuable resource in pictures: drawing, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, table of chart and maps. Wright (1989: 2) says that it not enough for students to have a competent ability in a language, if they cannot develop a conversation or discussion. In this sense, language teachers have a role as communication teachers and, indeed, as teachers in the broadest sense. It is important to have as wide a range of resources as possible in the classroom so that can have a rich base and stimulus for this development. And the resources must include pictures.

Shores (1960: 189) mentions the benefits of picture as follows:

> "Pictures can stimulate expression, develop understanding, add spice, and variety to verbal lesson, and provided opportunities, for individual or group study. Pictures are besides plentiful,

inexpensive, and often timely and carefully documented. They present tremendous potential for extending verbal experience, reducing misinterpretation that result from vagueness, assisting in the organization of learning, showing process step by step, revealing comparisons and contras, and visualizing quantitative concept."

Brown and Lewis (1984: 40) state that pictures are able to serve as an international language or medium of communication. If one cannot understand the meaning of foreign words and then he uses the pictures available, he or she can get information from it. The pictures can carry meanings and tell the story, they should be selected carefully and special care must be taken to serve typical, understandable, and illustration. Brown and Lewis (1984: 452) also write the other values of pictures as the stimulus to create expression through spoken or written language and others forms, such as drawing, and modeling. Shortly, pictures have strong influence to stimulate the creativity. Dealing with the vocabulary learning, Brown and Lewis (1984: 449) argue that picture can be extremely important aids to vocabulary development and to the presentation of new ideas.

Kemp (1963: 5) states that photographs and pictures could give some benefits as follows:

a) increase the understanding topic

b) add interest to a subject

c) lengthen the retention time of information

d) teach skill effectively

e) contribute to a desirable attitude *commit to user*

f) stimulate the student action

g) offer experiences not easily obtained in other ways

Pictures then can be expected to help language learners understand broadly the topic.

In this section, it also explains about the benefit of using stories by some experts' theories. Stories are frequently claimed to bring many benefits to young learner classrooms, including language development (Wright 1997 and; Garvie 1990 in Cameron 2001: 160).

Bettelheim (1976) in Cameron (2001: 160) states the power attributed to stories, which sometimes seems to move towards the mystical and magical, is probably generated by their links into poetics and literature in one direction and to the warmth of early childhood experiences in another. He adds stories can serve as metaphors for society of for our deepest psyche, and parent- child story reading can be rich and intimate events that contrast sharply with the linear aridity of syllabuses and some course books(Gartoon and Pratt 1998 in Cameron (2001: 160)).

Wright (1995: 6) suggests the most important reasons why stories should play a central role teaching a foreign language to children. It can be explained as follows:

    a. Motivation

       In this reason the students have a constant need for stories and they will always be willing to listen or to read, if the right moment is chosen.

b. Meaning

Generally, students in Junior High School want to understand the meaning

in stories. If they find meaning they are rewarded through their ability to

understand, and are motivated to try to improve their ability to understand

even more.

c. Fluency

In this aspect the teacher must give more importance to what the child

achieves than to the mistakes he or she might make. Stories offer a perfect

diet for the buildup of fluency in all four skills.

d. Language awareness

Wright (1995: 6) says that stories could give some benefits as follows:

1. help children become aware of the general 'feel' and sound of the

   foreign language.

2. introduce children to language items and sentence constructions

   without their necessarily having to use them productively

3. build up the children's reservoir of language in this way

e. Stimulus for Speaking and writing

The experience of the story encourages responses through speaking and

writing. It is natural to express our likes and dislikes and to exchange ideas

and association related to stories we hear or read. In this way stories can be

part of a set of related activities.

f. Communication

Listening and reading stories and responding to them through speaking and writing, drama, music, and art develop a sense of being and having an audience and of sharing and collaborating. Story sharing builds up this crucial sense of awareness of others.

4. **Teaching Reading Using Picture-Stories**

Genre is a distinctive type or category of written or spoken text of communicative event characterized by a set of communicative purpose(s). Comprehension on genre means comprehend and understand the text of communicative even characterized by a set of communicative purposes. Each genre has each communicative purpose, structure and features.

Teaching reading using picture-stories is one of interesting techniques to make the students comprehend the text easily. Using picture-stories in teaching reading is very imaginative because students in Junior High School still need a real thing to apply the story in text. Combining picture and stories in teaching reading make the student fun. Besides, when the narrative is applied in text, it makes the student is very easy to comprehend the text.

Comprehension on genre using picture-stories is expected to be able to reach a great result of English teaching and learning. By using picture-stories the students can depict what they are thinking about the story in the text, they are not only read the text but also see the actions of story in picture. It makes the students interested in reading the text.

D. Rationale

The problem which arises in the eighth grade of SMP N I Tasikmadu is the students have low comprehension in reading a text. It is shown by some indicators as follows: students got difficulties to identify the setting of place and the setting of time in the narrative texts; the students got difficulties to catch the main idea of each paragraph in the narrative texts; the students got difficulties to identify the generic structure of the narrative text.

From the classroom situation category, the researcher found some indicators dealing with the low level of the students' reading comprehension of narrative texts. The indicators are: the students were noisy in the teaching and learning (TL) of English in the classroom; the students tended to be passive learners; and the students paid little attention toward their teacher's explanation during TL activity.

Related to such problems the researcher intends to overcome the problems to improve students' reading comprehension using picture- stories. Why picture-stories? Based on the pre-research the researcher found that the students' motivation in reading was low because when the students read the text in LKS they did not understand the content of the text. Therefore, picture-stories is interesting media to improve the students' reading comprehension.

The use of picture-stories can be suitable in teaching English for junior high school students. It makes the students more interested in learning narrative texts. As known, the students have many difficulties when comprehending the texts, so picture-stories helps the students to comprehend the texts easily. The use

of picture-stories makes the students enthusiastic in reading the narrative texts. It can be assumed that the use of picture-stories in teaching narrative texts can improve the students' reading comprehension.

E. Hypothesis

Based on the basic assumption above, the hypothesis can be formulated as follows: the use of picture-stories can improve students' reading comprehension.
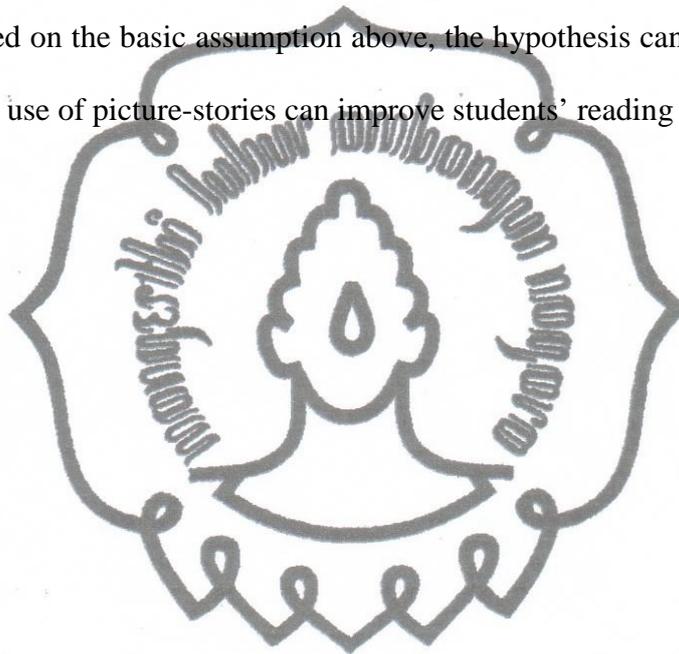
CHAPTER III

RESEARCH METHODOLOGY

A. Context of Research

1. Place and Time of Research

The research was conducted in SMP N I Tasikmadu. The school is located on Jl. Buran Tasikmadu Karanganyar 57761. Its location is very strategic near a big street. The situation of the school environment is safe and quiet. The condition of the school is good. There is a gate around the school. It can prevent the school from other people to freely enter the school.

SMP N I Tasikmadu has three grades of class. They are the seventh grade, the eight grades, and the ninth grade. Each grade consists of six classes. There are two bilingualism classes in there. The first class is the seventh grade and the second class is the eight grades. Besides the twenty classrooms, the other rooms are headmaster office, teacher office, administration office, library, laboratory, multimedia laboratory, computer room, language laboratory, and mosque.

The study was conducted from April to May 2010. It can be shown as follows:

No	Activity	Time of Research	
1.	Preparation of try out and pre test	May	2010
2.	Pre Test	May	2010
3.	Action	May-June	2010
4.	Post test	May	2010
5.	Analyzing the data	June	2010

2. The Subject of the Research

The subject of the research is the eighth grade students of SMP N I Tasikmadu class VIII B. Class VIII B consists of 40 students. There are 24 boys and 16 girls. The students of SMP N I especially in class VIII B have the average achievement of English. In fact, the students in class VIII B have difficulties in comprehension genre. There are varieties of the students' achievement. There are some students who have higher achievement than the others. There are also some students with average achievement. There are students with under average achievement in comprehension of text.

There are some characteristics of the students in Class VIII B. The girls tend to be lazy and less motivated. However, there are some boys who are diligent and motivated in the learning activity. Usually the clever ones are diligent, active, motivated, serious and interested to know further about the material. The weak students tend to be passive, lack of motivation, not serious, noise and disturb the other students.

B. Action Research Methodology

1. The Nature of Action Research

In conducting the study, the researcher used action research. As a starting point, it is necessary to present a definition of action research. Burn (1999: 30) sates that action research is the application of fact finding to practical problem solving in social situation with a view to improve the quality of action within it,

involving the collaboration and co-operation of researchers, practitioners and laymen.

In line with Burns, Bogdan and Biklen in Burns (1999: 30) state that action research is systematic collection of information designed to bring about social change. According to Wallace (1998: 15), action research is the process of answering question by using various kind of reasoned way.

Nunan (1992: 229) states that action research is a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding. It is often collaborative.

Kemmis and Mc Taggart (1988) in Nunan (1992: 17) state that there are three characteristics of action research; firstly, it is carried out by practitioners rather than outside researcher; secondly, that is collaborative; and thirdly, it is aimed at changing things.

Carr and Kemmis (1986) in Burns (1999: 30) state action research as follows:

> Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.

Mills (2000: 5) defines action research as a systematic inquiry done by teachers or other individuals in teaching or learning environment

to gather information about and subsequently improve the ways their particular school operates, how they teach and how well their students learn.

From the definitions above, it can be summarized that action research is the systematic study of efforts to overcome educational problems for improvement which is done by practitioners or teachers, or in collaboration of teacher and researcher by means of their own practical action and their own reflection upon the effect of those sections.

2. Features of Action Research

Somekh (1993) in Burns (1999: 34) suggests there are some features of action research as follows:

a. The research focuses on a social situation;

b. In the situation participants collaborate with other and with outsiders to decide upon a research focus and collect and analyze data;

c. The process of data collection and analysis leads to the construction of theories and knowledge;

d. To evaluate these changes, further data are collected and analyzed, leading to refinement of theories and knowledge, which are in their turn tested in practice;

e. At some point, through publication, these theories and knowledge are opened up to wider scrutiny and made available for others to use as applicable to their situations. This interrupts the cyclical process of

research and action, but is useful in bringing the research to a point of resolution, if only temporarily.

Burns (1999: 30) suggests a number of general features which characterize an action research. They are:

1. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.

2. It is evaluative and reflective as it aims to bring about change and improvement in practice.

3. It is participatory as it provides for collaborative investigation by teams of colleges, practitioners and researcher.

4. Changes in practice are based on the collection of information or data, which provides the impetus for changes.

3. The Model of Action Research

According to Kemmis and Mc Taggart (1998) in Burns (1999: 32), action research occurs through a dynamic and complementary process, which consists of four essential 'moments': of planning, action, observation and reflection.

These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

a. Planning

Develop a plan of critically informed action to improve what is already happening.
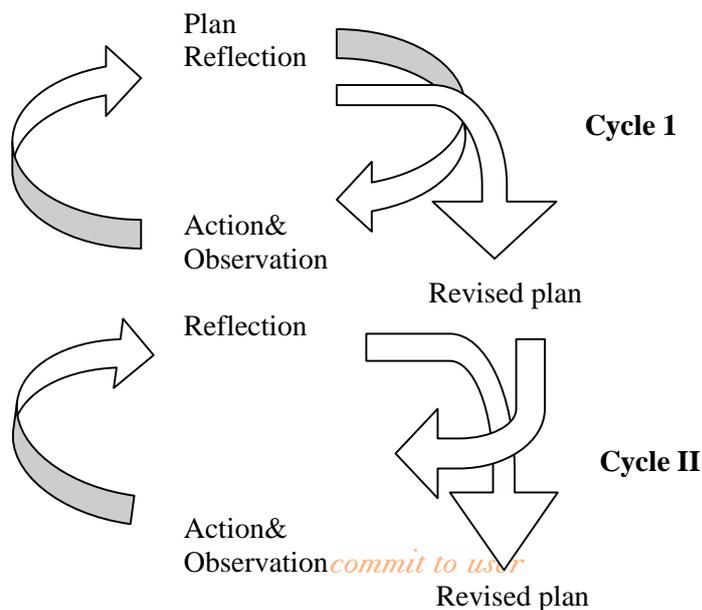
b. Action

Act to implement the plan.

c. Observation

Observe the effects of the critically informed action in the context in which it occurs.

d. Reflection

Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

The Action Research in this context uses the model developed by Kemmis and McTaggart in Burns (1999: 32). According to the model, the implementation of the action research includes four steps: 1) Identifying problems and planning the action, 2) Implementing the action and observing or monitoring the action, 3) Reflecting the result of observation, and 4) Revising the plan. The spiral model can be illustrated below:

4. The Procedure of Action Research

The model of action research above is the framework in undertaking a classroom action research. The four steps can be expanded into six steps, namely: 1) identifying the problem, 2) planning the action, 3) implementing the action, 4) observing or monitoring the action, 5) reflecting the result of the observation, and 6) revising the plan for the following step. Those six steps form one cycle.

1. Identifying the problem

   The researcher tried to identify the problems by doing pre-observation in the school. The pre-observation activities are the researcher interviewed with the teacher and the students then she had done pre-test. The problem refers to the students' reading ability in comprehending the text.

2. Planning the action

   The researcher prepared everything related to the action that would be implemented. She prepared the picture-stories, selected suitable picture-stories and text for the eighth grade students.

3. Implementing the action

   The researcher implemented the teaching and learning activity in the classroom by using picture-stories. In this case the researcher had chosen the topic that was suitable with the picture-stories.

4. Observing/ monitoring action

   The researcher observed all activities in the teaching learning process while the technique of teaching reading by using picture-stories was being carried out.

5. Reflecting the result of the observation

The researcher made an evaluation on all she had observed to find the weakness and the strengths of the teaching activities already carried out. Besides, the writer observed the students' progress during the teaching and learning process.

6. Revising the plan

Based on the result of the observation and reflection, the writer revised the plan for the next cycle(s).

C. The Technique of Collecting Data

In this classroom action research, the researcher collected the data using qualitative and quantitative method. Wallace (1998: 38) defines that Quantitative method is broadly used to describe what can be counted or measured and can therefore be considered 'objective while Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore 'subjective'.

The action research may utilize qualitative or quantitative methodology or a mixture of both. The techniques are as follows:

First, Qualitative method consists of observation, field notes, interview, diaries and photograph.

1. Observation

The researcher did an observation dealing with the real situation of the teaching and learning process.

2. Field-notes

Notes or field notes are descriptions and accounts of events in the research context which are written in relatively factual and objective style (Burns, 1999: 87). The researcher made notes to all activities during the lesson and also noted about the student's reaction and response to learning.

3. Interview

The researcher made interviews to the teacher and the students. In the pre-research, the researcher made interviews in order to know what problems both the teacher and the students faced especially in reading lesson. The interviews were given in the process of the action and at the end of the research aimed to know how far the action influences the students' reading comprehension

4. Diaries or Journals

Diaries or Journals are an alternative to field notes, or supplement, if time permits. They provide continuing accounts of perceptions and thought processes, as well as of critical events or issues, which have surfaced in the classroom.

5. Photographs

Photographs are a way of greatly enhancing classroom analysis and providing visual stimuli, which can be integrated into reporting and presenting the research to others.

Second, the technique of collecting the data using quantitative method is a test. In this research, the researcher used the objective test type for both pre-test and post-test. The result of the test was analyzed to know the students' ability on reading comprehension. The result could indicate whether or not the use of picture-stories in enhancing the students' reading comprehension.

D. The Technique of Analyzing Data

In analyzing the qualitative data the researcher used qualitative technique which is called constant comparative as suggested by Strauss and Glasser in Moleong (2004: 288-289). They say in general, the constant comparative method is likely to be applied in the same study to any kind of qualitative information, including observations, interviews, documents, article, book and so forth. In addition, Glasser and Straus (1967) in Hopkins (1993: 105) state that there are four stages the constant comparative methods:

1. Comparing incidents applicable to each category.

   This is the stage to collect data and to assemble the data then code the data to reduce the large amount of data collection result. In this stage, the researcher started by collecting data from field notes, teacher diaries, and photograph. Then I assembled the data in order to compare and contrast the data to see what fit together among three of them. After assembling data, the next step was coding the data to reduce the large amount of data collection to more manageable categories of concepts, types, or information related to students'

reaction, mime, and attitude and enthusiasm in teaching reading using picture-stories.

2. Integrating categories and their properties.

This is the step to compare the perception from three different points of view. In this step, the researcher compared her perception with the students' reaction and the other participants to take the relation between them whether there were same perception among of students' information, the participant (who toke a role to observe), and the researcher perception.

3. Delimiting theory.

This is step to take hypothesis and relating it either to theory, the norms of accepted practice or the teacher's intuition as to what comprises good teaching. In this step, the researcher constructed the theory of hypothesis and fitting it into a frame of reference related to the theory and my intuition. The researcher constructed hypothesis related to picture-stories and the researcher perception based on data which was observed in the English TL process.

4. Writing Theory

This is the step to create meaning of the research in the future action. In this final stage, the researcher a future plan about research finding next doing. After the researcher constructed theory based on the research finding, the researcher took future plan picture-stories to improve the students' comprehension on narrative text whether it could be applied or not in English TL activity.

The quantitative data were analyzed by comparing the mean scores of the pre-test and the post-test to know the difference before and after the cycle. In analyzing the data in the form of numbers as the result of the test, the researcher found the mean scores of the pre-test and the post-test. Then, the researcher compared those scores. The improvement could be seen from the score in post-test which was higher than the score in the pre-test.

The mean scores of pre-test and post-test can be calculated with the formula as follows:

$$X = \frac{\sum X}{N} \qquad Y = \frac{\sum Y}{N}$$

in which:

X   : Mean of pre test scores

Y   : Mean of post test scores

N   : Number of subject

$\sum X$: The sum of pre test score

$\sum Y$: The sum of post test score

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the result of the research. This chapter describes some findings and discussions about the use of picture-stories especially narrative stories in reading comprehension. This chapter covers research implementation and discussion. Each cycle of the research implementation which consists of planning, acting, observing and reflecting activities is described in this chapter. This chapter also describes the improvement of students' comprehension of narrative text using picture-stories.
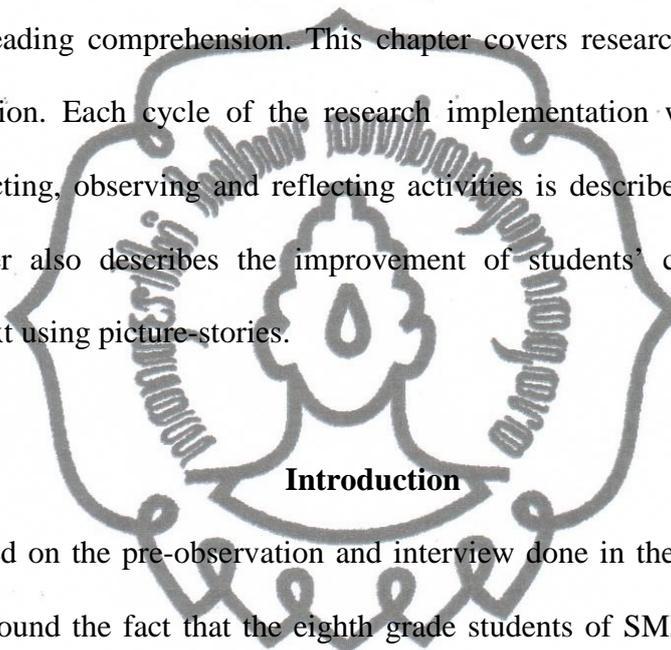
Introduction

Based on the pre-observation and interview done in the pre-research, the researcher found the fact that the eighth grade students of SMP N 1 Tasikmadu had a problem in reading, that was the students' reading comprehension was still low. It could be seen from the students' reading achievement scores.

In this study the researcher had two categories of indicators related to the students' comprehension of narrative texts. The first category was related to the students' competence including: 1) the students' difficulties to identify the setting of place and the setting of time; 2) the students' difficulties to identify the characters in narrative text; 3) the students' difficulties to find the main idea of each paragraph in narrative text; 4) the students' difficulties to identify the generic

structure of narrative text; 5) the students got difficulties to construct some sentences into a good grammatical of short narrative text.

The second category was related to classroom situation as follows: 1) the students were noisy in teaching and learning English in the classroom; 2) the students tended to be passive learners; 3) the students were not willing to speak English; 4) the students paid little attention toward their teacher explanation during TL activity; and 5) the students were lazy to do homeworks.

From those categories of indicators, some sources of the problem appeared as follows: from the teacher, the students, other than the teacher and the students. From the teacher's side, the teacher's way of teaching reading affected the students' reading comprehension. Speaking too fast, unclear explanation and monotonous technique used by the teacher discouraged students to reading. The teacher just asked the students based on a certain text from the students' exercise book (LKS), and then the teacher asked them to do the task following the text. The monotonous TL process made the students discouraged to learn.

From the student's side, the causes came from students' reading type, students' reading style, students' reading habit, and also students' knowledge. First, the students liked to read silently and they didn't like to read aloud and share it to their friends. Second, almost all of the students preferred to read alone that they felt convenient and concentrated better. Third, the students' reading habit was bad. The students had a little allotment of time to read English texts. Fourth, from the students' reading knowledge, there were some causes: the limited vocabularies, difficulties in making sentences within paragraph.

The next cause was from factors other than the teacher and the students. It came from the material and the atmosphere of the class. The material was very limited, so the teacher could not develop the material because the material depends on the curriculum and the students could not improve thazeir reading skill. The material used was not interesting, the text contains unfamiliar words that it made the students feel burdened and it was hard to learn. Besides, the bad classroom atmosphere was a negative contribution to the students' learning.

A. Process of the Research

In this classroom action research, the researcher was an active participant teacher and observer. Before conducting the research, the researcher told the teacher E as the English teacher in class VIII B that the researcher would conduct an action research as her thesis. She said that she had heard about action research before, but she had not understood yet how to conduct a classroom action research (CAR). Therefore, the researcher shared the CAR theory and knowledge with teacher E. After getting more understanding about CAR, she permitted the researcher to conduct CAR in her classroom. She wanted to know her students' improvement through the research. Teacher E and the researcher worked together in implementing the study. Teacher E was the observer while the researcher was the practitioner and the observer too.

The researcher conducted the action research in two steps. First, she did the pre-research observation and then she conducted the action research. In this research, the implementation was held in two cycles. During the process of the

research, the researcher noticed that cycle one was through stages of planning,

implementation, observation, reflection and revising plan. Cycle two was through

stages of planning, implementation, observation, reflection of observation result

and final reflection. The whole process of this study can be seen in Table 2.

Table 2.The Whole Process of the Research

I. Pre research
  a. Observation
  b. Pre Test
  c. Interview
	Identifying and focusing the problems during TL process.
	Identifying the students' comprehension on narrative text.
	Identifying and confirming teacher's and the students' difficulties in teaching and learning narrative text.

II. Research Implementation Cycle 1 b. Planning	Preparing the materials, lesson plan, teaching aids, pictures, camera, texts, worksheet and everything related to the Action Research.

c. Action
  a) Meeting 1
  b) Meeting 2
 	
  c) Meeting 3
  d) Meeting 4
 	
  e) Post-test 1
	A. The teacher used text to explain narrative genre.
	B. The students practiced reading aloud and understanding narrative genre using picture-stories.
	C. The teacher used picture story to explain narrative text.
	D. The students practiced and understood narrative text using picture-stories.
	Preparing the test for identifying the students' comprehension on narrative text after conducting cycle 1.

d. Observation e. Reflection	- Students enjoyed the activity of understanding narrative text using picture-stories. - Students could interact with their friends in studying of narrative text and they were also active during TL English. - Positive result: improvement of students' comprehension on narrative text. - Weaknesses: some students spoke loudly, some students were passive, some students were still shy when the teacher asked them to read the narrative text in front of the class.
f. Revising Plan	Focusing on managing the students to read the text loudly, giving all students chance to share with their friend in understanding the narrative text.
Cycle 2 a. Planning	Preparing lesson plan, picture-stories, text and everything related AR.

b. Action
  a) Meeting1
  b) Meeting 2
  c) Post-test 2
	The students practiced reading aloud and understanding the narrative text.
	Preparing the test for identifying the students' comprehension on narrative text after conducting cycle 2.

	Students were active and responsible in the class.
c. Observing d. Reflecting	- Positive Result: the improvement of class situation, the improvement of the students' achievement. - Weaknesses: some students did the task with their friends not by themselves.
e. Final Reflection	- Positive Result: the improvement of students' comprehension on narrative text and the classroom situation. The students' score from pre test 6. 1; post test one 7. 3; post test two 8.0. Weaknesses: the students get bored without various activities.

More detailed explanation of the procedures of the study is described in the following section:

1. Pre Research

As shown in Table 2 above, the pre research was conducted before the implementation of the study. The goal of the pre research is to identify the problems happening during the TL process. The problems were identified through observation in the class. The researcher focused on the identification of students' comprehension on narrative text before using picture stories, the identification of the students' attitude during TL process, and the teacher's technique in teaching genre especially narrative. The pre research covered three steps: 1) Observing the TL process; 2) Giving pre-test to the students; and 3) Interviewing the teacher and the students.

The result of the observation and the interview in pre research showed that in TL process, Teacher E taught the students by using students' worksheet in LKS and followed all the learning activities from LKS, especially the writing activity. Teacher E gave the explanation and task to the students in every meeting. She asked the students to read the text, one student one paragraph then tried to

translate the text one paragraph by one paragraph. The teacher asked the students to answer the question in LKS and to write it in front of the class. She did not use any other teaching aids in teaching English. She used the same technique in every meeting. She informed that the students were difficult to comprehend the narrative text and to do the exercises. In order to solve the problems, Teacher E asked them to read some texts from LKS. Then they were asked to translate each word that they had been read. As a result, the students got tired so that they made noise during TL process.

Based on the observation and interview, the problems could be identified into two categories: First, the students' competence of comprehension on narrative text was low. It could be seen from some indicators: 1) the students' difficulties to identify the setting of place and the setting of time; 2) the students' difficulties to identify the characters in narrative text; 3) the students' difficulties to find the main idea of each paragraph in narrative text; 4) the students' difficulties to identify the generic structure of narrative text; 5) the students difficulties to construct some sentences into a good grammatical of short narrative text.

The second category deals with the classroom situation: 1) the students were noisy in teaching and learning English in the classroom; 2) the students tended to be passive learners; 3) the students were not willing to speak English during TL English; 4) the students paid little attention toward their teacher's explanation during TL activity; and 5) the students were lazy to do homework.

From those categories of indicators appeared some sources of the problem from the teacher, the students, and factors other than the teacher and the students. From the teacher's side, the teacher's way of teaching reading affected the students' reading comprehension. Speaking too fast, unclear explanation and monotonous technique used by the teacher discouraged students to reading. The teacher just asked to the student based on certain text from the students' exercise book (LKS), and then the teacher asked them to do the task following the text. The monotonous TL process made the students discouraged to learn. From the students' side, the causes came from students' reading type, students' reading style, students' reading habit, and also students' knowledge. The students liked to read silently and they did not like to read aloud and share it to their friends.

The students' comprehension of texts was evaluated by reading comprehension test. The test was conducted in class B of the eighth grade, which consisted of 40 students. From the test, it could be concluded that the students' comprehension on genre was low. It was shown from the mean score of pre-test of 6, 1.

2. Research Implementation

The implementation of the teaching of comprehension on narrative genre using picture-stories in classroom action research covered two cycles. The researcher divided the first cycle into four meetings and every meeting spent 80 minutes. It was conducted on May 8th, 2010; May 13th, 2010; May 16th, 2010; and May 20th, 2010. In this cycle the researcher used narrative texts. The kinds of

narrative text come from western story. The topics are fairy tale and popular. The second cycle was conducted on May 27th, 2010 and May 31st, 2010. In this second cycle, the researcher also used narrative texts. The topic is fairy tale from Indonesian. Each cycle in this action research consists of six steps: identifying the problems, planning the action, implementing the action, observing the action, reflecting the action and revising the plan.

3. CYCLE 1

a. Identifying the Problems

Before making the planning of the action for this cycle, the problems identified on the pre research are as follows: 1) the students' reading comprehension on narrative text was low; 2) the students had difficulties in understanding the narrative text. To solve these problems, the researcher decided to conduct an action research by using picture-stories to improve the students' reading comprehension on narrative text. The researcher believed that teaching reading using picture-stories would improve the students' reading comprehension and changed their assumptions toward English lesson especially in reading comprehension.

b. Planing the Action

With consideration of the facts explained above, the writer planned and different kinds of materials' resources to solve the problem. The writer chose to

use picture-sotries to teach narrative text. The researcher believed that teaching

reading using picture-stories would improve the students' reading comprehension

and changed their assumptions toward English lesson especially in reading

comprehension.

The researcher prepared the research instrument based on the syllabus.

The researcher also prepared materials which supported the action, like:

observation sheets and camera.

The researcher constructed the lesson plans that consisted of three terms.

They are opening, main activity, and closing. The time allotment for every

meeting is 80 minutes. The researcher prepared the texts from some references,

book and internet. The theme was narrative text. In the first cycle the researcher

planed to have four meetings. The first cycle used a narrative text with the topic

"fairy tale" from western countries.

c. Implementing the Action Research

1) The first meeting (May 8th, 2010)

a. Opening

The first meeting was conducted on May 8th, 2010. In the beginning of the

lesson, the researcher as the teacher, greeted the students and checked the

students' attendance. The researcher tried to make a good condition in class

by telling to the students that the day's activities would be reading lesson by

using picture-stories.

b. Main activity

Firstly, the researcher distributed the material include of the text and picture of "Cinderella". In the first meeting the researcher would present about narrative text. Secondly, the researcher explored the students' knowledge about the topic by giving some pre-readings questions. The questions were such as *"What is a narrative text", "What is fairy tale according to you?", "Do you like reading a fairy tale?", "Can you tell us some fairy tales that you've heard before?", and "Do you enjoy reading a fairy tale?"*. The teacher asked the students to read the text and answer some questions for students' exercise that dealt with the topic which had been learned. While the students read the text, the teacher corrected them. The teacher wrote down the difficult words on the whiteboard and asked the students to note. She pronounced the words. Then she asked the class to repeat after her. After that, the teacher emphasized the result of the discussion.

d. Closing

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not, and then she summed up the topic of today's lesson together narrative texts. When the researcher found that the students had understood the lesson, she said goodbye.

2) The second meeting (May 13th, 2010)

a. Opening

The second meeting was conducted on Thursday May, 13th 2010. The researcher opened the lesson by greeting and checking the students'

attendance. Besides, the researcher reminded and checked the students understanding about the previous topic which is narrative text. Also, the researcher asked the students to collect their homework from the previous meeting. After that, she continued teaching the next reading text.

b. Main activity

Firstly, the researcher distributed copies of text and picture-story. The title of the text was **"Snow White".** In the second meeting the researcher would present about that text. Secondly, the researcher explored the students' knowledge about the topic by giving some pre-readings questions. The questions were such as *"Have you ever heard 'Snow White' story before?, who are the participants in that story?* and " *How about the character of each participants?*. At the second meeting, the students seemed rather familiar with the researcher. Thirdly, the researcher asked two of the students to read the text in the worksheet. One student read the first paragraph and one student reads the second paragraph. While reading the text, the students still had mistakes in pronouncing some words. The teacher gave the example of how to pronounce the word correctly. Then, the researcher explained what is narrative text including its purpose, generic structure and language feature. After explaining about narrative text, the researcher asked the students to answer the questions in the worksheet. Having finished the task, the teacher asked one of the students to answer the questions by writing them down on the whiteboard. For the next number, the teacher pointed other students and so on. Actually they still had

difficulties in translating some words from Indonesia to English or vice versa. The second task was group activity, one group consisted of four students. And as post-reading activity, the researcher asked the students to search the example of narrative text and analyzing it based on purpose, generic structure and language feature.

c. Closing

Having finished conducting the second meeting, the researcher asked to the students whether they had difficulty or not and than she summed up the topic of today's lesson together with the students in order to review the students' understanding in reading narrative text. When the researcher found that the students had understood the lesson, she said goodbye.

3) The third meeting (May 16th, 2010)

a. Opening

The third meeting was conducted on May 16th, 2010. As usual, beginning the lesson, the researcher greeted the students and checked students' attendance. Besides, the researcher reminded and checked the students understanding about the previous topic which is narrative text by giving question orally. Also, the researcher asked the students to collect their homework from the previous meeting. After that, she continued teaching the next reading text.

b. Main activity

Firstly, the researcher distributed copies of text, the title of the text was "The Juhha's Wonder". The story is simpler than before. The teacher used

the technique like before, read, translated, and does some exercises. The teacher gave instruction, focusing in pronunciation.

Secondly, the researcher gave the students some pre-reading questions as warming up. The questions such as *"What is a narrative text?", "Can you mention some types of narrative text?", "What is a legend", and "what is folktale?"*

Thirdly, the researcher distributed worksheet to the students. The researcher asked one of the students to read the text in the worksheet. After reading the text, the researcher asked the students to identify the difficult words. After identifying the difficult words, the researcher asked the students to look for the meaning in their dictionary.

The next activity, the researcher asked the students to make a group. Each group consists of 4 persons. Each group answered the questions in the worksheet. The students discuss with their group to comprehend the text by looking at the picture. Having finished the task, the teacher asked the students to answer the questions. The researcher pointed the students to identify the generic structure of the text in the worksheet. The purpose of this activity is to remind the students about narrative text and generic structure. And as post-reading activity, the researcher asked the students to find a short narrative text and analyzed the difficult words from the text.

c. Closing

Having finished conducting the second meeting, the researcher asked to the students whether they had difficulty or not and than she summed up

the topic of today's lesson together with the students in order to review the students' understanding in reading of narrative text. When the researcher found that the students had understood the lesson, she said goodbye.

4) The fourth meeting (May 20th, 2010)

a. Opening

The fourth meeting was conducted on May 16th 2010. As usual, beginning of the lesson, the researcher greeted the students and checked students' attendance. Before the teacher started the lesson, she gave the students some questions dealing with the last topic. It was done in order to check the students' understanding about the materials they had learnt. Most of them still remembered it.

b. Main activity

At this time, the researcher explained the story using picture. The fourth meeting the researcher used narrative text entitled "Little Mermaid". Firstly, the researcher distributed copies of narrative text entitled "Little Mermaid.

Secondly, the researcher explored the students' knowledge about the topic by giving some pre-reading questions. The researcher asked the students to explain the character of the story based on the picture. *"Have you ever heard about this narrative text?" "Who knows the character in the story?".* Some students said *"Belum pernah baca ceritanya ko Miss"* and the others only kept silent. *"Okay, if you did not ever read the story please read the story".* The researcher pointed one of the students to read the

text. While reading the text, the students still had mistakes in pronouncing some words. The teacher gave the example of how to pronounce the word correctly. After reading the text, the researcher asked the students to identify the difficult words. Some of the students tried to identify, but some of them just stayed calm or cheated with their classmates. After identifying the difficult words, the researcher helped the students to translate the word by giving clue or gesture and wrote it in the blackboard. Thirdly, the researcher distributed the picture-story of "Little-Mermaid". The researcher explained the text with the picture. She explained the character of each actor in that story and the students listened to it.

After explaining about narrative text, the researcher asked the students to answer the questions in the worksheet. Having finished the task, the researcher asked the students to answer the questions, the researcher pointed the students to write answer on the blackboard one by one. And as post-reading activity, the researcher asked the students to looked for narrative text from magazine or book, completed it with picture and explained the purpose, generic structure and language feature.

c. Closing

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not and than she summed up the topic of today's lesson together with the students in order to review the students' understanding in reading narrative texts. When the researcher found that the students had understood the lesson, she said goodbye.

5) The fifth meeting (May 22ⁿᵈ, 2010)

In the fifth meeting there was a post-test 1. The post-test was aimed to know the improvement of students' comprehension on narrative genre. The result of the post-test showed that the student's mean score increased from 6.1 in the pre-test to 7.3 in the post-test.

c. Observing and Monitoring The Action

To observe the result of the action done in cycle 1, the researcher used some techniques: test, interview and observation. The researcher conducted the post-test 1 on May 22ⁿᵈ, 2010 at the end of cycle 1 in order to measure how far the improvement the students made was. The improvement of the students' achievement could be seen from the mean score of the test. The researcher also interviewed the students. The interview was given to know how far the action influenced the students' behavior. The next technique was observation. It was done during the teaching and learning process and the data was poured in the field notes.

From observing the teaching learning process in the first cycle, the researcher finds that the use of picture-stories can motivate the students in learning English, especially in learning comprehending narrative texts. It can be seen from their activeness during the lesson when they find difficult words or unfamiliar terms. They are not reluctant to open their dictionary or raise their hands to ask for difficult words. The class can be controlled although sometimes they are noisy during the lesson. The improvement of the

comprehension skill can be seen from the score of pre-test and post-test 1
below,

Table 3.The mean scores of comprehension aspects

in the pre-test and post-test 1

No	Comprehension Skills	Pre-test	Post-test 1
1	Main Ideas	2.7	2.9
2	Details	1.8	2.0
3	Vocabulary	3.7	3.8
4	Sequence	0.7	1.0
5	Inference	3.7	3.7

Table 4.The mean score of the pre-test and post-test 1

Kind of test	Pre-test	Post-test 1
	6.1	7.3

In cycle 1, the researcher conducted four meetings. The result of the
observation can be explained as follows:

a) The first meeting

The researcher came on time to the class. In the first meeting, in the
discussion section, the students were not orderly. The class was very
noisy. All of the students were following the activity in TL English. They
all were involved in the discussion. When the researcher told the story for
the first time, some of the students seemed confused. While the teacher
was giving explanation about the lesson, the students were still noisy,

especially the boys. Then, in TL process, many students were not active. They were shy and ashamed when they were asked the question.

b) The second meeting

All the students finished their homework. The researcher found that most of the students gave more attention when the teacher told the story. The students were more interested when the researcher explained the story using picture. She gave many explanations about narrative text. Some students opened notebook to write certain words. There were some students putting their head on the table, especially the boys. In the exercise section, most of them had not finished the tasks when the researcher discussed the answers.

c) The third meeting

In the third meeting, the students' response was good. Some boys began joining the activity and some girls began answering the questions. The students were active and they were not shy to answer the question. In the exercise section, the tasks were answering the question and finding the paragraph. The students did them slowly.

d) The fourth meeting

The students' response was very good. Some students did their exercises individually and some worked collaboratively with other students. Some of them still made mistakes in doing the exercises.

e) The fifth meeting

In the fifth meeting the students did the post-test 1. The post-test was aimed to know the improvement of students' comprehension on narrative genre. The students score increased. The result of post-test showed that the student's mean score increased from 6.1 in the test to 7.3.

d. Reflecting and Evaluating the Result of the Observation

After observing and evaluating the result of the observation in cycle 1, the writer found several positive results and some weaknesses in the first cycle. They were as follows:

1. Positive Results

   a. There was an improvement of the students' reading comprehension. It was shown from the result of the first post-test 1 that was 7.3. It was higher than the mean score of the pre-test that was 6.1.

   b. There was an improvement of the reading comprehension aspects. It can be shown in the table 3.

   c. There were changes in the students' behavior toward teaching and learning process. It could be seen from the students' interest and motivation during the lesson. They paid more attention to the teacher's explanation.

   d. The researcher conclude that the text was good enough and the pictures were interesting and suitable for the eighth grade students of junior high

school in learning comprehending text, even though some students got difficulty in understanding the meaning of the words.

2. Weakness

a. There were some objectives which had not been achieved yet. The students' skill of guessing the meaning of unfamiliar words and drawing conclusion was still low. It was caused by the students who had not understood yet about those skills. They still got difficulties in finding the meaning of unfamiliar words because they still had weakness in vocabulary mastery.

b. Although the students were active, but there were some still passive students. Some students were not involved in finding the meaning of unfamiliar words by looking for in the dictionary because they did not bring it.

From the result of the reflection above, it can be seen that the action resulted in the positive result and weakness. With consideration of those results, the researcher thought that it was important to make the next planning in order to overcome those weaknesses.

4. CYCLE 2

a. Revised Plan

Based on the first cycle, it was found that some students were still shy to be active. The researcher also found that the students were more active and

interested in the teaching and learning process when the text given to the students was illustrated by pictures. In this cycle, the researcher taught the same topic of narrative text as the one in the first cycle, but she taught by using different texts and the students studied the narrative texts using picture. It was the same as the activity done in the first cycle. The texts used in cycle two were "Roro Jonggrang" and " Timun Mas".

b. Implementing the Action

1)   The first meeting (May 27th, 2010)

a. Opening

The first meeting of cycle 2 was conducted on May 27th, 2010. The researcher opened the class by greeting and checking the students' attendance. Before the teacher started the lesson, she gave the students some questions dealing with the last topic. It was done in order to check the students' understanding about the materials they had learnt. Most of them still remembered it.

b. Main activity

Firstly, the researcher distributed copies of the text. The title of the text was "Roro Jonggrang". The researcher also gave them the picture of Roro Jonggrang.

The researcher read the text and told it to the students. The researcher asked the students *"Have you ever heard about this story?" "Where does the story come from?,"How is the character Bandung Bondowoso?".*

The next activity was the researcher showed the picture in LCD; the picture was about story of "Roro Jonggrang". The researcher explained the action in the picture. The researcher pointed one of the students to tell the story in front of class, the other students paid attention for it.

After the student read it, the researcher gave the worksheet to the students and the students tried to do the assignment in worksheet. The assignment was about the question related the story of "Roro Jonggrang". Then, the teacher and the students discussed the answer together.

c. Closing

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not and then she summed up the topic of today's lesson together with the students in order to review the students' understanding in reading narrative texts. When the researcher found that the students had understood the lesson, she said goodbye.

2) The second meeting (May 31st, 2010)

a. Opening

The second meeting of cycle 2 was conducted on May 31st, 2010. The researcher opened the class by greeting and checking the students' attendance. Before the teacher started the lesson, she gave the students some questions dealing with the last topic. It was done in order to check the students' understanding about the materials they had learnt. Most of them still remembered it.

b. Main activity

Firstly, the researcher distributed copies of the text. The title of the text was "Timun Mas". The researcher also gave them the picture of Timun Mas.

The researcher read the text and told it to the students. The researcher asked the students *"Have you ever heard about this story?" "Where does the story come from?,"How is the character of the Giant?*

The next activity was the researcher showed the picture in LCD; the picture was about story of "Timun Mas". The researcher explained the action in the picture. The researcher pointed one of the students to tell the story in front of class, the other students paid attention for it.

After the student read it, the researcher gave the worksheet to the students and the students tried to do the assignment in worksheet. The assignment was about the question related the story of "Timun Mas". Then, the teacher and the students discussed the answer together.

c. Closing

Having finished conducting the second meeting, the researcher asked to the students whether they had difficulty or not and then she summed up the topic of today's lesson together with the students in order to review the students' understanding in reading narrative texts. When the researcher found that the students had understood the lesson, she said goodbye.

3) The third meeting (June 3rd, 2010)

In the third meeting of cycle 2 there was a post-test 2. The post-test 2 was aimed to know the improvement of the students' comprehension of narrative genre. The result of the post-test 2 showed that the students' mean score increased from 7.3 in post-test 1 to 8.0 in post-test 2.

c) Observing and Monitoring the Action

To observe the result of the action done in cycle 2, the researcher used some techniques which were the same as the technique used in cycle 1; they were test, interview and observation. The researcher conducted the final post test on June 3rd, 2010 at the end of cycle 2 in order to know the students' improvement. The improvement of the students' achievement could be seen from the mean score of the test. The next technique, interview was given in order to know how far the action influenced the students toward the lesson. The observation was done during the teaching and learning process. The data were written in the form of field notes.

From observing the teaching learning process in the second cycle, the researcher found that the use of picture-stories motivated the students in learning English, especially in learning comprehending texts. It could be seen from the students' activeness during the lesson when they found difficult words or unfamiliar terms. They weren't reluctant to open their dictionary and answer the questions in front of the class. The students also weren't reluctant to cooperate

with their friend while doing their tasks. The class could be controlled although sometimes they are noisy during the lesson.

Generally, the improvement of those aspects could be seen from the result of post-test 2 score. The mean score of post-test 2 increased from the mean score of the post-test 1.

Besides the improvement of the score, there were some improvements on students' reading comprehension. The improvements were in the skill of recognizing stated main ideas, recognizing stated details, recognizing sequences, drawing conclusion and guessing the meaning of unfamiliar words. The improvement of the comprehension skill can be seen from the scores of the post-test 1 and post-test 2 below.

Table 5. The mean scores of comprehension skills

of the post-test 1and post-test 2

No	Comprehension Skills	Pre-test	Post-test 1
1	Main Ideas	2.9	3.2
2	Details	2.0	2.3
3	Vocabulary	3.8	4.0
4	Sequence	1.0	1.3
5	Inference	3.7	3.7

d. Reflecting and Evaluating the Result of the Observation

After analyzing the observation result in cycle 2, the researcher found some differences between the result of the action in cycle 2 and cycle 1. in cycle

2, there were some positive results and weaknesses that can be explained as follows:

1. Positive Results

   a. There was an improvement of the students' reading comprehension. It was shown from the result of the post-test 2 that was 8.0. It was higher than the mean score of the post-test 1 that was 7.3.

   b. There was an improvement of the reading comprehension aspects. It can be shown in the table 5.

   c. The students still remembered the kind of text taught in cycle 1 and cycle 2.

   d. The researcher could manage the class better than in the first cycle. The researcher gave enforcement to the students. She gave reward by adding score to the students who could work well. Moreover, the researcher also managed the time and gave instruction in each activity in order to reduce wasting time. It was important not only to make the students involved in teaching-learning process but also to make the time more effective.

2. Weakness

   In the teaching and learning process, the students tended to make noise during the lesson. The teacher controlled them not to speak too loud and monitored every activity they did.

B. Research Findings and Discussion

a. Research Findings

After analyzing the research result which was gathered from several sources of data such as field notes, research diary, pre-research observation report, interview report, the score of pre-test and post-test, photograph and lesson plan, the researcher concluded several findings which answered the research question as stated in chapter 1. The research findings include the improvement of the students' reading comprehension and the response of the students when the texts from magazines are being used in reading lesson. The findings are presented in the following table.

Table 6. The finding result

No	Point	Before AR	After AR
1	Students' comprehension improvement a. The Students' test score b. The Students' comprehension of narrative genre.	Students' comprehension was low a. The achievement of the students' test score was low b. The mean score in pre-test was 6.1 c. The students got difficulties to identify the setting of place and the setting of time in narrative texts. d. The students got difficulties to construct some sentences into	Students' Comprehension Improved a. The achievement of the students' test score improved b. The mean score in the post-test 1 was 7.3 and post-test 2 was 8.0 c. The students could identify the setting of place and the setting of time in narrative texts. d. The students could construct some sentences into good

		good grammatical arrangement of short narrative texts.	grammatical arrangement of short narrative texts.
		e. The students got difficulties to identify the characters in narrative texts.	e. The students could identify the characters in narrative texts.
		f. The students got difficulties to catch the main idea of each paragraph in narrative texts.	f. The students could catch the main idea of each paragraph in narrative texts.
		g. The students got difficulties to identify the generic structure of the texts.	g. The students could identify the generic structure of the texts.
2	The classroom situation	a. The students were noisy during the TL activities. b. The students tended to be passive learner. c. The students were not willing to speak in English in the classroom. d. The students paid little attention toward their teacher's explanation during the TL activity. e. The students were lazy to do homework.	a. The students were not noisy during the TL activities. b. The students tended to be active learners. c. The students were willing to speak in English. d. The students paid attention toward their teacher's explanation. e. The students were diligent to do homework.
3	The improvement of the students learning activity	a. The students got bored in the middle of teaching and learning process. b. Only certain students who were active c. The students got difficulty in comprehending a text	a. The students enjoyed and interested in the classroom situation. b. All the students involved activity in TL process. c. The students solved the problems by opening their dictionary.

As seen in table 6 above, there are two findings related to the research question. The first finding is the improvement of the students' reading comprehension, which is showed in the result of pre-test and both post-tests, from 6.1 to become 7.3 and 8.0. When the students were being tested in post-test, the researcher could consider that most of the students could comprehend the narrative genre. It can be seen from the students' test. It indicated they could answer the questions related to the text, they could identify the character, setting time and place, the main idea; and could identify the generic structure of the narrative texts. Related to the improvement of the students' comprehension from cycle 1 to cycle 2, it can be summarized in table below:

Table 7.The Improvement of The Students' Score

Sub cycle	Observation	Cycle 1	Cycle 2
Kind of test	Pre-test	Post-test 1	Post-test 2
Mean of the students' score	6.1	7.3	8.0
Increase of the students' mean score		0.2	1.7

Table 8.The Sample of The Students' Comprehension Score

Students' Initial Name	S BMR	S BM	S FRA
Pre-test	4.7	7	7.7
Post-test 1	7	7.3	8.3
Post-test 2	7.3	8.3	9
Mean Score	6.3	7.6	8.3

Note:

S BMR : Student BARIDA MIF'ATUR R
S BM : Student BURHAM MUHTAROM
S FRA : Student FADILAH RIZKI AMALIA

The improvement of the comprehension skills can be seen from the mean score of the task in cycle 1 and cycle 2 below:

Table 9. The mean scores of comprehension skills in cycle 1 and cycle 2

No	Comprehension Skills	Cycle 1				Cycle 2	
		M 1	M 2	M 3	M 4	M 1	M 2
1	Main Ideas	1.7	-	0.9	-	1.8	2.8
2	Details	2.8	4.2	5.5	5.9	0.8	2.8
3	Vocabulary	0.8	0.8	-	0.9	0.7	0.8
4	Sequence	0.7	0.7	0.8	0.7	0.6	0.8
5	Inference	0.7	-	-	0.8	0.5	0.8

Table 8 is the sample of three students who are categorized as high competence, medium competence and low competence. From the table, it can be seen that there is improvement between pre-test to post-test 1 to post test 2. The three students' sample indicated that the students' comprehension toward genre score improves.

The second finding is the development of the classroom situation. Before this research, the students had been noisy during TL process. It happened because they were bored with the learning activities. However, after implementing this research, it can be seen that the students became happy and enthusiastic during TL process.

Based on the result of the observation, the researcher concluded that teaching narrative text using picture-stories encouraged and made the students

more active during the teaching and learning process. Teaching narrative texts by using picture-stories made the students understand about the kinds of text. As the result, the students showed that they made good improvement on reading comprehension.

b. Research Discussion

The last step of action research was discussing the result of the research with the teacher E as a final reflection. Teacher E and the researcher concluded that picture-stories in teaching narrative texts was an effective way to improve the students' reading comprehension.

The research finding resulted the improvement of the students' competence and classroom situation. The students' competence in comprehending narrative texts increased after using picture-stories to teach narrative texts and the indicators of problems significantly decreased. The researcher would relate the finding with some theories about picture-stories. Haycraft (1978: 107) suggests pictures make up story as with other visual aids, students can describe each picture separately. Picture composition can also be developed into written summaries on the board and used to practice narrative skills. This theory is related to the activity in using picture-stories to teach narrative texts. In implementing picture-stories to teach narrative texts the students not only studied the text but also they can depict what they are thinking about the story in the text, they are not only read the text but also see the actions of story in picture. It makes the students interested in reading the text.

Dealing with the improvement of the students' comprehension, Williams (1984: 3) says that reading is a process whereby one looks at and understands what has been written. Kennedy (1981: 192) also states that reading comprehension is a thinking process by which pupil selects facts, information or ideas from printed materials. As those theories, it can be concluded that reading comprehension is a process to understand and select the information. The information can be the character, setting time and place. Related to the comprehension on narrative texts, the students could identify the main idea, generic structures and language features.

From the analysis of the mean score of the reading comprehension test, it can be concluded the use of picture-stories in reading class does improve the students' reading comprehension.

Tables 10.The mean score of the test

Pre-test mean score	Post-test mean score	Final post-test mean score
6.1	7.3	8.0

Related to the students' motivation, the research found that the students did the homework, the students paid attention and they tended to be active learners. The researcher related those findings to what Wright says about the benefit of using picture and story. Wright (1995: 6) states that stories are motivating, rich in language experience, and inexpensive. He adds that stories should be a central part of the work of all primary teachers whether they are teaching the mother tongue or a foreign language. According to Wright (1989: 2)

picture can contribute to interest and motivation, a sense of a context of the language, and a specific reference points or stimulus. From the theory it can be concluded that picture-stories is useful for improving the students' motivation in comprehending narrative texts. It can be shown from what the researcher found in the implementation of the research. As the researcher found in the classroom, picture-stories gave the students' chance to visualize the story in text. It makes the students' improve their motivation to study narrative texts. Besides, they can discuss the picture-stories with their friends, therefore students can build their communication with others. It is supported by the theory from Littlewood (1998: 43), that the learners must pay greater attention to the social as well as the functional meanings that language conveys. It also means that the activities in the classroom tend to give students with the kind of real communication situation encountered outside the classroom, where language is not only a functional instrument, but also a form of social behavior.

Related to the teacher's problems, the researcher found some problems when she applied picture-stories to teach narrative text. Firstly, she got difficulty to look for the picture-stories of narrative text, it could be said that the references of picture-stories of narrative text were limited. Secondly, she got confused about what she had to do first, comprehending the text first or comprehending the picture first. If she asked to the students to comprehend the text first they felt bored. But if she asked to the students to comprehend the picture first, for the next activity the students paid little attention to the narrative text because they focused

on picture. Therefore, the researcher needed a lot of time to make the students

comprehend picture-stories of narrative text.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter is to conclude the result of this study, to imply this study and to suggest others after conducting this study. Below are the conclusion, implication and suggestion of the study.

A. Conclusion

Based on the discussion in the previous chapter, the writer draws conclusion that the use of the picture-stories of narrative texts can improve the students' reading comprehension skills. The first is about the answer of the research problem: does and to what extent the use of picture-stories in teaching reading improve the eighth grade students' reading comprehension. After the writer analyzed the result of the action research, it could be seen that the use of picture-stories in teaching reading comprehension can enhance the students' reading comprehension skills.

The result of the research showed that the use of picture-stories in TL of narrative texts was able to improve the students' comprehension skills that cover reading to find main idea, reading to select significant details, reading to find the vocabulary, reading to note details, reading for inference.

The enhancement of the students' reading comprehension is also supported by the result of the test scores. The mean score of pre-test was 6.1 and it improved to 7.3 in the post-test 1 and it also improved to 8.0 in the final post

test. It proved that the use of picture-stories in teaching reading can improve the students' reading comprehension.

From the observation, the researcher found that during the action, the students showed their improvement such as they were able to comprehend the text well, the situation of the teaching and learning process became more enjoyable and interesting, the students also were not reluctant to open their dictionary, and all of the students were involved in the teaching and learning process. There is also development of the classroom situation. Before conducting CAR the students had been noisy during TL process. It happened because they were bored with the learning activities. However, after implementing this research, it can be seen that the students became happy and enthusiastic during TL process.

The second is about the answer of the second research problem: what are the problems faced by the teacher in improving the eighth grade students' reading comprehension by using picture-stories. In conducting CAR (Classroom Action Research), the researcher faced some problems when she applied picture-stories to teach narrative text. Firstly, she got difficulty to look for the picture-stories of narrative text, it could be said that the references of picture-stories of narrative text were limited. Secondly, she got confused about what she had to do first, comprehending the text first or comprehending the picture first. If she asked the students to comprehend the text first they felt bored. But if she asked the students to comprehend the picture first, for the next activity the students paid little attention to the narrative text because they focused on picture. Therefore, the researcher needed a lot of time to make the students comprehend picture-stories

of narrative text.

In conducting the classroom action research (CAR) the researcher encouraged the students to enjoy the activities during the lesson. The researcher concluded that the texts were good enough and the pictures were interesting and suitable for the eighth grade students of junior high school in learning comprehending text, even though some students got difficulty in understanding the meaning of the words. One technique that was proven to be an effective way was using picture-stories in teaching reading.

B. Implication

Based on the conclusion of all of the data in the research, there is enhancement of the students' reading comprehension taught by using texts from magazines. The researcher can imply that the use of picture-stories in teaching reading can be suitable teaching materials to improve the students' achievement and enhance the students' motivation.

It means that the use of picture-stories in teaching narrative texts can be developed in the process of teaching and learning language. Picture-stories helped the students to comprehend more the narrative text. Besides, picture-stories could encourage the students to be enthusiastic, active, creative, and confident during TL process. Picture-stories could create a motivating situation so that the students did not feel bored in the learning activity. They had responsibility to do their task without any hesitation. Those improvements of the students' attitude could change the classroom situations from boring and noisy to become interesting and

good atmosphere. After implementing picture-stories in teaching narrative texts, the teacher not only could use LKS to guide her students in learning English, but also could use another source to teach the students. The teacher should not give too much control in the class but give them freedom to discuss their task. Those imply that the use of picture-stories in teaching English is an effective technique to improve the students' comprehension on narrative text and classroom situation during TL process. Even, picture-stories is effective to improve the students' motivation, the students' learning activities during TL process, and teacher's technique in teaching English.

C. Suggestion

After concluding the result of the study, the researcher would like to give some suggestions, as follows:

1. For the English Teachers

   a) The teachers should give the students many kinds of exercise and practice to use their English language orally or written.

   b) The teachers should improve their creativity in teaching English, for example by using interesting technique to attract the students' motivation, using aids to explain the material, various technique in every meeting.

   c) The teachers should improve their skill in managing class, in order to create improvement during TL process.

d) The teachers can use picture-stories as a teaching technique for reading skill besides their technique to create variety of TL English process.

2. For the English Department of FKIP UNS

   a) English Department of FKIP UNS should encourage the students to be able to use many teaching techniques for improving the students' achievement of English lesson.

   b) English Department of FKIP UNS should give the students more practice of teaching skills so that they can be the professional teacher who have high language competence of English, creative and supported teaching skill.

   c) English Department of FKIP UNS should encourage the students to conduct research in English education in college, school or other institutions in town or village to improve the Indonesian education especially to improve English language competence.

3. For other Researchers

   a) Other researchers are expected to use the finding of this research as a foothold to conduct the next research on similar problems of reading comprehension through other teaching techniques.

   b) Other researchers are expected to use the finding of this research as a foothold to conduct the next research on similar problems techniques through other language skills such as speaking, writing or listening.

   c) This thesis can be a reference for other researcher to conduct the next research if there are some weaknesses.