

**TEACHING STUDENT'S READING COMPREHENSION THROUGH  
PICTURE OF NARRATIVE TEXT**

**(A Case Study at the Third Grade Students of M.Ts Negeri 1 Manado in  
Academic Year 2019/2020)**

**THESIS**

**Submitted as Partial of Requirement for the Degree of Education**

**(S.Pd) In Teaching English**



**By:**

**Eka Putra Monoarfa**

**NIM : 15.2.6.003**

**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE OF ISLAMIC STUDIES  
MANADO**

**2020**

## APPROVAL SHEET

This thesis titled “*Teaching Students Reading Comprehension Through Picture of Narrative Text at The Third Grade students of MTs Negeri 1 Manado*” by Eka Putra Monoarfa No. Reg 15.2.6.003, the student of English Education Study Program, Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies Manado, has been examined and defended acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

### BOARDS OF EXAMINER

The Chairperson	: Ahmad Mustamir Waris, M.Pd	(.....)
The Secretary	: Fadhlán Saini, M.Pd	(.....)
The Munaqisy I	: Nur Halimah, M.Hum	(.....)
The Munaqisy II	: Lies Kryati, M.Ed	(.....)
The Advisor I	: Ahmad Mustamir Waris, M.Pd	(.....)
The Advisor I I	: Fadhlán Saini, M.Pd	(.....)

Approved by:

The Dean of Tarbiyah and  
Teacher Training Faculty  
IAIN Manado



Dr. Ardianto, M.Pd

NIP. 19760318200641003

## ABSTRACT

Eka Putra Monoarfa (2020). *Teaching Students Reading Comprehension Through Picture of Narrative Text at The Third Grade students of MTs Negeri 1 Manado in Academic Year 2019/2020*. A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies in Manado.

This research aims to find out the benefits of teaching reading comprehension through picture of narative text and to find out the problems of teaching reading comprehension through picture of narative text. The researcher used qualitative method by using observation, interview, and documentation to collect the data. During the study, the researcher employed three steps of actions. The first action ia to observe the students during the teaching process, the second is to interview the students and teachers and the last action is to collect documents from the teacher.

The result shows that the benefits of pictures motivate the students to read, help students in learning, useful in teaching and learning process, make students easily to do the exercise, and improve students' standard completeness score which stated as KKM 76. While the problems is the story of the text which is too unfamiliar; the students get difficulty in thinking, they do not understand the meaning of the text, unfamiliar words, and they have a poor reading technique. The main cause of the problem is the lack of vocabulary.

**Key Words:** reading comprehension, narrative text, and picture.



## ABSTRAK

Eka Putra Monoarfa (2020). Mengajar Siswa Pemahaman Membaca Melalui Teks Naratif Bergambar Study Kasus di MTs Negeri 1 Manado Tahun Ajaran 2019/2020. Tesis. Departemen Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk mengetahui manfaat dari mengajar pemahaman membaca melalui gambar dari teks naratif dan untuk mengetahui masalah dari mengajar pemahaman membaca melalui gambar dari teks naratif. Peneliti menggunakan metode kualitatif dengan menggunakan observasi, wawancara, dan dokumentasi untuk mengumpulkan data. selama penelitian, peneliti menggunakan tiga langkah tindakan. Tindakan pertama adalah mengamati siswa selama proses pengajaran, yang kedua adalah mewawancarai siswa dan guru dan tindakan terakhir adalah mengumpulkan dokumen dari guru.

Hasil penelitian menunjukkan manfaat gambar memotivasi siswa untuk membaca, membantu siswa dalam belajar, berguna dalam proses belajar mengajar, membuat siswa mudah melakukan latihan, dan meningkatnya hasil kriteria ketuntasan minimal (KKM) di atas rata-rata dengan skor 76. Sementara masalahnya adalah cerita dalam teks terlalu asing, siswa susah dalam berfikir, siswa tidak mengerti maksud dari teks, kata – kata tidak diketahui, kekurangan teknik membaca. penyebab utama masalahnya adalah kurang kosa kata.

**Kata Kunci:** pemahaman membaca, teks naratif, dan gambar.

## **ACKNOWLEDGEMENT**

All praise is to Allah the Almighty God who gives His grace and strength to the Researcher to finish this thesis. Peace and blessing are always upon to the Prophet Muhammad Shallallaahu ‘alaihi Wa Sallaam.

This thesis titled “Teaching Students Reading Comprehension Through Picture Narrative Text at The Third Grade students of MTs Negeri 1 Manado” is intended to fulfill of the requirement for strata I degree of Sarjana Pendidikan at Tarbiyah and Teaching Faculty, State Institute Islamic Studies (IAIN) Manado. The researcher realizes that this research cannot be completed without the support and help of many people.

The researcher’s deepest gratitude addresses to his beloved parents Sugiartono Monoarfa and Rahmi Mokoagow for the endless love.

Also the researcher would like to thank to Ahmad Mustamir Waris, M.Pd as a Advisor I and Fadlan Saini, M.Pd as Advisor II. This research would not has been feasible without the guidance, encouragement and patience of the advisors who help the researcher patiently complete this undergraduate thesis by providing advice and correction until this thesis is complete.

Furthermore, the researcher is grateful to the following for their supports and helps:

1. Delmus Puneri Salim, S.Ag., M. Res., Ph.D. as the Rector of State Institute of Islamic Studies Manado
2. Dr. Ahmad Rajafi., M.HI as the First Deputy Rector of State Institute of Islamic Studies Manado
3. Dr. Radliyah H. Jan, SE., M.Si as the Second Deputy Rector of State Institute of Islamic Studies Manado
4. Dr. Musdalifah Dachrud, M.Si., M.Psi as the Third Deputy Rector of State Institute of Islamic Studies Manado
5. Dr. Ardianto, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training State Institute of State Institute of Islamic Studies Manado
6. Dr. Adri Lundeto M.Pd.I as the First Deputy Dean of Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Manado
7. Dr. Feiby Ismail M.Pd as the Third Deputy and also the Second Deputy ( ) Dean of Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Manado
8. H. Fadli Noh, S.Ag., M. Pd.I, as the Headmaster of MTs Negeri 1 Manado for permitting the researcher to conduct his thesis.
9. Yunita Abdul Razak, M.Pd, as the English Teacher in MTs Negeri 1 Manado that helps the researcher to do the Research.

10. Nur Halimah, M.Hum as the head of English Education Department and as the first Munaqisy and Lies Kryati, M.Educ as the second Munaqisy.
11. All lectures in the English Education Department.
12. All friends TBI 15 who have been fighting together till the end.
13. All Ajis canteen member that entertain when the researcher gets bored.
14. My best friend, Abdul Farid Mamonto, Panji Datunsolang, Nova Yana Salim, Nurila Lasene and Trisa Amelia Paputungan who have been contributed a lot in motivating the lives of researcher.
15. All members of PMII Metro Manado that was giving a memorable time.

The researcher realizes that this thesis is still far from being perfect, but the researcher hopes that this thesis would be useful for the next researcher and readers in general.

Manado, 20<sup>th</sup> August 2020

The Researcher



**Eka Putra Monoarfa**  
**NIM : 15.2.6.003**

## PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertandatangan di bawah ini:

Nama : Eka Putra Monoarfa  
NIM : 15.2.6.003  
Tempat/Tgl. Lahir : Kotabunan, 29 Juli 1996  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jln. Kol. Soegiono, Lingk I, RT I, RW I, Kelurahan  
Kotobangun, Kotamobagu Timur, Kota Kotamobagu  
Judul : Teaching Students Reading Comprehension Through Picture  
of Narrative Text.

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ia merupakan duplikat, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 20<sup>th</sup> Agustus 2020

Penulis,  
  
Eka Putra Monoarfa  
NIM. 15.2.6.019

## TABLE OF CONTENTS

COVER PAGE .....	i
APPROVAL SHEET .....	ii
ABSTRACT .....	iii
ACKNOWLEDGEMENT .....	v
PERNYATAAN KEASLIAN SKRIPSI .....	viii
TABLE OF CONTENT .....	ix
LIST OF TABLES .....	xi
LIST OF PICTURES .....	xii
LIST OF FIGURES .....	xiii
LIST OF APPENDICES .....	xiv
<b>CHAPTER I INTRODUCTION</b>	
A. Background of Study .....	1
B. Research Questions .....	5
C. Objectives of study .....	6
D. Significance of study .....	6
F. Scope and limitation of study .....	7
G. Definition of Key terms .....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Theoretical Description	
1. Reading .....	9
2. Reading Comprehension .....	10
3. The Techniques of Reading .....	13
a. Scanning .....	14
b. Skimming .....	14
c. Intensive Rading .....	14
d. Extensive Reading .....	14
4. Teaching Procedures .....	15

5. Teaching Reading Comprehension by Using Media and Picture .....	17
a. Media .....	17
b. Media Picture .....	18
6. The Advantages and Disadvantages of Using Picture .....	23
7. Narrative Text .....	24
a. Definition of Narrative Text .....	24
b. Generic Structure of Narrative Text .....	26
c. Types of Narrative Text .....	30
B. Review of Previous Study .....	31
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
A. Approach and research design .....	36
B. Research location .....	37
C. Data and Source data.....	37
D. Research instrument.....	37
E. Data analysis technique .....	40
F. Research Stages.....	41
<b>CHAPTER IV FINDING AND DISCUSSION</b>	
A. General Description of Research Subject .....	43
B. Findings .....	46
C. Discussion.....	63
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	68
B. Suggestion .....	69
<b>BIBLIOGRAFI .....</b>	<b>70</b>

## LIST OF TABLES

Table 2.1: Research Originality .....	31
Table 4.1: School Facilities.....	45

**LIST OF PICTURE**

Picture 3.1: The Stork and The Fox ..... 39

**LIST OF FIGURE**

Figure 3.1: Simple Data Analysis Technique ..... 40

## **LIST OF APPENDIX**

Appendix 1: The Letters

Appendix 2: Field Note

Appendix 3: Transcript of Interview

Appendix 4: Letter of the Interview

Appendix 6: The Interview Sheet

Appendix 6: Students Learning Results

Appendix 7: Lesson Plan

Appendix 8: Teaching Material

Appendix 9: Documentation

Research Biography

## CHAPTER 1

### INTRODUCTION

#### A. Background of Study

Language is the most important aspect of human life in general, since people need to interact with each other. Language introduces itself as a means of communication that can create good relationships and also open up many good opportunities in people's lives. For this reason, English is one of the important language that is usually studied in the school, and it is now becoming an important subject. Many people particularly students from Indonesia should very well learn English. Furthermore, the other factor is that English is an international language and that makes English very useful worldwide.

For this reason, the main goal or intention of teaching English at school is to give the students a good ability to communicate in either written or spoken English. Therefore, when the students learn English, they need to know the four skills in English and they are speaking, listening, writing, and reading. Those skills are really important to English learning. Unfortunately, most students in Indonesia have some reading difficulties because they have to comprehend the long text without understanding its context.

Reading is one of the English competencies that students need to learn. It is one way of learning for students to improve their abilities and knowledge. English, as a foreign language in Indonesia, has been studied for a long time, from

elementary school to high school. However, there are still many students who cannot use the proper English. One of the problems detected was such as they have poor a reading comprehension, especially in understanding texts. Reading comprehension is needed for students to access information or to understand texts and other English skills.

In Islam, reading also considered one of the essential skills. Our beloved prophet Muhammad SAW revealed the revelation from Allah SWT through Jibril that reflects an instruction to read (Iqra'). Iqra' is the first word that God delivered to the prophet Muhammad. It can be seen in the Qur'an, Surah Al-Alaq verse 1-5

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Translation:

1. Recite in the name of your Lord who created -
2. Created man from a clinging substance.
3. Recite, and your Lord is the most Generous –
4. Who taught by the pen
5. Taught man that which he knew not.<sup>1</sup>

As-Shabu in Nurwadjah Ahmad E.Q said that the repetition of the word "iqra" creates a sense of knowledge reading practices. By the same opinion, Wahbah said the repetition is an indication that reading is necessary.<sup>2</sup> According to Al-Misbah in Defy Catur Muslimah, the scope of Islamic education in Q.S Al-

<sup>1</sup> Surah Al-Alaq (The Clot) verse 1-2, *The quran* (The Supreme Sunni and Shii Councils of the Republic of Lebanon, 1980), p 457

<sup>2</sup> Nurwadjah Ahmad E.Q, *Tafsir Ayat-Ayat Pendidikan*, Bandung: Marja, 2010, p 199

‘Alaq (96): 1-5 included: First, It is beneficial to achieve the purpose of Islamic education which is to develop the potential of reading and writing ability. Second, the principal teacher is Allah SWT. Thirdly, the students are the Prophet Muhammad SAW and his followers. Fourth, it is not only Islamic education subjects but also reading, writing by using *qalam* (pen) and knowing any unfamiliar subjects. Fifth, the learning model, social interaction, and behavior model.<sup>3</sup>

The interpretation of Q.S Al-Alaq: 1-5 above contains the importance of education, especially the learning to read. Reading as the activity that is learned by the prophet Muhammad SAW. In other words, learning to read is one of the activities to get knowledge about the universe and increase the faith to Allah.

Meanwhile, reading as a field of teaching is considered as one of the important areas of teaching. It is one of the most important academic skills. It is also a major pillar upon which the teaching and learning process was built. The reading ability plays a central role in teaching and learning success at all education stages<sup>4</sup>. It is because most of the teaching and learning material is in written form. It means that students need more comprehend in reading to understand teaching

---

<sup>3</sup> Defy Catur Muslimah, *Kandungan Pemikiran Dalam QS.Al-Alaq (96): 1-5 Tafsir Al-Mishbah dan Al-‘Azim (Tinjauan Pendidikan Islam)*, Universitas Muhammadiyah Surakarta: Surakarta, 2017, p 8.

<sup>4</sup>Riswanto – Risnawati – Detti Lisnawati, The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students’ Reading Comprehension Achievement. *International Journal of Humanities and Social Science*. Vol. 4, No. 7(1); May 2014. P 225

and learning material. Students will lead to academic failure if they cannot read and understand the main idea of reading.

Reading does not need to see everything in a piece of text. It is important to understand the language to capture information and messages in writing. Comprehension is related to reading skills, as reading is one of the essential skills in order to communicate using English to fulfill daily needs such as reading a newspaper, and instruction, a rule, a book, and advertisements, a magazine, etc. Reading is not the activity to read aloud but to comprehend the message and information in the text. According to Setiyadi, that the teacher considerably needs to provide the students with the right techniques so that they are optimally engaged in studying. One of the successful keys in the teaching-learning process may depend much on the method or strategies the teachers employ in the classroom.<sup>5</sup>

Facing the problem above, the teacher must attentively find alternative ways to solve the problem. They must also consider interesting techniques or use exciting media to make students comfortable to understand.

Basically, in the teaching of reading, there are some media and techniques which are useful for students' reading comprehension. One of the media is the picture. Picture comprises of graphic art for reproduction that told stories through the use of both pictures and words. The picture is made of a comprehensive study

---

<sup>5</sup> Bambang Setiyadi, *Metode penelitian untuk pengajaran bahasa asing*. (Yogyakarta: Graha Ilmu, 2006), p. 34.

of the imaginative process in the students. It adds that among the methods employed was the collection of stories that were in response to the picture.<sup>6</sup>

Based on pre-observation, when the researcher was still in the Program Pemantapan Lapangan (PPL II) in MTs Negeri 1 Manado, the researcher observed the teaching reading in this school. The researcher found that MTs Negeri 1 Manado is the school that applied the picture in teaching English, especially in teaching reading. According to the teacher, the picture was applied when the teacher came to teach in this school in 2003. Therefore the research is needed to see how the process of learning English in students' reading comprehension at MTs Negeri 1 Manado.

Based on the explanation above, the researcher decided to do research entitled: Teaching Students Reading Comprehension Through Picture of Narrative Text.

## **B. Research Question**

Based on the research background, the research question is formulated follows:

1. What are the benefits of teaching reading comprehension through picture of narrative text?
2. What are the problems of teaching reading comprehension through picture of narrative text?

---

<sup>6</sup> David Kunzle, *The early comic strip*. (Berkeley: University of California Press, 1973) p. 40.

### **C. Objectives of The Study**

Based on the research question above, the purpose of the study is formulated as follows:

1. To find out the benefits of teaching reading comprehension through picture of narative text.
2. To find out the problems of teaching reading comprehension through picture of narative text.

### **D. Significance of The Study**

The result of the study is expected to be used theoretically and practically:

1. Theoretically
  - a. The finding of this study is expected to enrich the theories of teaching reading comprehension through picture of narative text at the junior high school.
  - b. The findings of this study can be used for those who want to conduct research in teaching reading comprehension as references.
2. Practically
  - a. The findings of the study are expected to be useful for English teachers in teaching reading comprehension.
  - b. It is hoped to be used as a reference for other researchers who are too interested in the same topic.

### **E. Scope and limit of the study**

This study is limited to find out the the benefits and the problem toward the use of picture of narrative text at the ninth grade of MTs Negeri 1 Manado in teaching reading comprehension.

### **F. Definition of Key Terms**

In order to clarify the key terms used in this study, as follows:

#### **1. Reading comprehension**

Reading is also behavior related to creating meaning. It means that a good reader can create meaning by engaging with what they are reading and by combining information with what they have already learned.<sup>7</sup> Comprehension is related to the ability to interpret information, to use prior knowledge to help interpretation, and to make thorough understanding of information and prior knowledge.<sup>8</sup> Reading comprehension means the process of extracting and creating meaning or interpretation of the written language at the same time.<sup>9</sup> In concluded, reading comprehension is not really about how to read well that include good pronunciation and loud voice. However, reading

---

<sup>7</sup> Camille Backhowicz and Donna Ogle, Reading Comprehension strategies for independent learners,(New York: A Division of Guilford Publiation, Inc.,2008), p.27.

<sup>8</sup> Danielle S. McNamara, Reading Comprehension StrategiesTheories, Interventions, and TechnologieS. (New York:Lawrence Erlbaum Associates, Inc., 2007), p.28.

<sup>9</sup>JoAnne Schudt Caldwell, Comprehension Assesment: A classroom Guide,(New York: A Division of Guilford Publication, Inc.,2008), p.4

comprehension itself is an activity to build an understanding of the meaning of a text which you can then translate through your own language.

## 2. Narrative Text

The narrative is a fictional story that aims to entertain the reader. Of course, the name of the imaginary story is not necessarily the fact because it could be just imagination or a fictional story made by someone or a story made by a group of people who are not proven. While a narrative text is an imaginative story to entertain people.<sup>10</sup> In sum, narrative text is a realistic or fictional tale text intended to entertain the reader through the use of past events.

## 3. Picture

The picture can be defined as a design or representation made by various means such as painting, drawing, or photography. Then pictures is made of a comprehensive study of creative processes in children.<sup>11</sup> In conclusion, picture is a kind of visual aid that involves an image of the terms of the pictures and this is vital for learning to succeed because picture helps the students develop their imagination, excitement and motivation.

---

<sup>10</sup>MarkAnderson and Kathy Anderson, *Text Type in English 3*, ( South Yarra: Mcmilan Education Australia, 1998), p.3.

<sup>11</sup>Lois Shores, *Instructional Material : An Introduction for Teacher*, (New York: The Roland Press Company, 1960), p 188.

## CHAPTER II

### Theoretical Framework

#### A. Theoretical Description

##### 1. Reading

Reading is an activity in which a reader absorbs and understands the information from the written text they read. We can get more information about something and increase our knowledge. Reading is one of the essential language skills. Jain stated that reading is a complex skill involving some simultaneous operations.<sup>1</sup> It is according to what the experts say about reading. Alan Cunningsworth also stated that reading is one of the activities that can be done quickly and without any equipment by students outside the classroom.<sup>2</sup> Also, Silberstein, in Ryan Maulana, stated that reading is a complex information processing skill where readers interact with the text to create meaningful discourse.<sup>3</sup> The reader must interact and be able to understand the text to get information, and the purpose of reading is to understand the meaning of the text. To get meaningful discourse.

---

<sup>1</sup> Dr. Patel M.F and Jain M, *English Language Teaching*, (Jaipur: Sunrise Publisher & distributors, 2008), p 20.

<sup>2</sup> Alan Cunningsworth, *Choosing Your Course Book*, (Cambridge: Cambridge University Press 1995), p73.

<sup>3</sup> Ryan Jaya Maulana, *Improving Students' Reading Comprehension of Narrative Text through Comic Strips*, (Tanjungpura University Pontianak, 2017), p 1.

Reading does not just recite what is printed on paper. Several processes were involved in this activity. According to Murcia, In reading, individual constructs meaning through transactions with written texts that have been made by symbols that represent language. Transactions involve the reader acting on or interpreting the text, and the interpretation is influenced by the reader's experience, language background and cultural framework, and the reader's purpose for reading. Reading is very different from watching television, where the image sweeps us when we sit like passive robots. A good reader engages with the text and participates fully in the world that the author makes back on the page.<sup>4</sup>

Based on the explanations above, it can be concluded that reading is the process of understanding text by the reader. It requires the reader to be able to interpret the symbols written in the text.

## **2. Reading Comprehension**

Reading comprehension is a level of understanding of a text. This understanding comes from the interaction between written words and how they trigger knowledge beyond the text/message. Namely, the ability to process text, understand its meaning, and integrate it with what is already known by the reader. Reading comprehension is at the core of what it means

---

<sup>4</sup> C. M. Murcia, Donna Brinton, and M. A. Snow, *Teaching English as a Second or Foreign Language*. (New York: Heinle & Heinle, 2001), p 154.

to learn by thinking and understanding and to get to the meaning behind a text.<sup>5</sup>

Reading comprehension is the reason for reading. If readers do not understand what they are reading and just read the words, they are not reading.<sup>6</sup> According to Sharma, reading comprehension is fundamental because it may be tested by a passage that is to be translated into proper English or by a question based on the content of a passage. The passage is not translated in this case, the questions being posed in the foreign language, and the student answering in English.<sup>7</sup>

Guthrie explains reading comprehension. He explains that to comprehend the text, we have to connect the knowledge we have to the topic presented in the passage.<sup>8</sup> Guthrie also states, reading comprehension is a process of connecting the text and the student's prior knowledge about the topic of the text.<sup>9</sup>

In this way, learning reading can be seen as one of the aims of reading. It can be described as the readers understand what the text says about, know the text's main idea, and the text's specifics, then combine it

---

<sup>5</sup> Serravallo. J. S, *Teaching Reading in Small Groups*. (USA: Heinemann, 2010), p 43

<sup>6</sup> Bonnie B. Armbruster, *Put Reading First: Research Building Blocks for Teaching*, (USA: National Institute for Literacy, 2000), p 41.

<sup>7</sup> Sharma. C. T, *Modern Methods of University College Teaching*, (New Delhi: Sarup and Sons, 2001), p 247.

<sup>8</sup> J. T. Guthrie, *Engaging Adolescents In Reading*, (London: Corwin Press, 2008), p 11.

<sup>9</sup> J. T. Guthrie, *Engaging Adolescents In Reading*, p 12.

with their knowledge of the topic being discussed. Some also consider knowing reading as a very complex task.

Reading comprehension is an active process, and the reader must interact and be engaged with the text for it to work, well. It is also a teachable strategic process. When learning occurs, terms are decoded and linked in the reader's mind with their context, and phrases and sentences are processed rapidly or fluently enough so that the meanings extracted from one word, phrase or sentence are not lost until the next is processed. However, Reading comprehension can be described as understanding a text that is read or the process of constructing meaning from a text.<sup>10</sup>

From some explanation above, reading comprehension has a level. It involves two levels of processing, shallow processing (low level), and deep processing (high level). Deep processing involves semantic processing, which occurs when we encode the meaning of words and relate them to similar words. Shallow processing includes phonemic and structural identification, sentence analysis, and word structure.<sup>11</sup>

The understanding can also be broken down into three levels. The levels of understanding are reading the lines referring to the text's literal

---

<sup>10</sup> John Kruidenier, *Research-Based Principles for Adult Basic Education Reading Instruction*, (USA: The National Institute for Literacy, 2011), p 77.

<sup>11</sup> Richard K. Wagner - Christopher Schatschneider - Caroline Phythian-Sence, *Beyond Decoding: The Behavioral and Biological Foundations of Reading Comprehension*, (London: Guilford Press, 2009), p 60.

meaning, reading between the lines which get the text's inferred meaning, and reading beyond the lines criticizes and evaluates the text.<sup>12</sup>

In summing up, the researcher sees that reading comprehension becomes the primary goal, whatever the readers' goals in doing the reading. Although reading comprehension could be achieved through a very complex process, readers' knowledge about the topic read and the ability to understand text structure and meaning will help them to achieve reading comprehension.

### **3. The techniques of reading**

Many readers have different ways and techniques in reading. The readers read by means of their own ways. They may read fast or slowly. The way they read slowly or quickly depends on the situation. The readers may read slowly in their leisure time for pleasurable purposes such reading magazines, novel, comics, etc., while they read quickly to find the general information from a text or to find certain information from a text. Grellet proposed four kinds of reading. The main ways of reading are as skimming, scanning, extensive reading, and intensive reading.<sup>13</sup>

---

<sup>12</sup> J. C Alderson, *Assessing Reading*. New York: Cambridge University Press, 2000), p 7-8.

<sup>13</sup> Francoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 2010), p. 4.

a. Scanning

scanning means either searching quickly through a text to study for a particular piece of information or to get an initial impression of whether the text is appropriate for a particular purpose.

b. Skimming

Quickly pass a text to find a related piece of information. Our eyes run quickly when do skimming. It purposes to get the gist of the text. Skimming is fast reading by selecting the text, it is usually done purposefully rather than carefully read the passage to get a lot of information. In skimming process, the reader give their most attention to the main idea, not to the text supporting detailes.

c. Intensive Reading

Reading of shorter texts to retrieve specific information. This is a more specific task requiring extensive reading.

d. Extensive Reading

More extended text reading, typically the enjoyment one has. It is an activity of fluency that mainly involves global activity.<sup>14</sup>

In Junior High School, the students are accustomed to using the technique but are not aware of it. That is because they do not know anything about reading techniques.

---

<sup>14</sup> Francoise Grellet, *Developing Reading Skills*, p. 4

#### 4. Teaching Procedures

Teaching procedures can also be referred to by other terms, such as teaching paths, teaching steps, and the teaching-learning process. Ruhimat stated that in general, the stages of learning into three stages as follows the stages of pre-learning activities or initial learning activities, core learning activities, and final learning activities. All these stages are taken systematically, effectively, and efficiently.<sup>15</sup>

##### a. Pre and Early Learning Activities

The primary function of this activity is to create active learning starts students can follow the learning process well.

##### 1) Creating Learning Initial Conditions

The learning process will work well if the teacher can condition learning activities effectively, such as; Creating an attractive attitude and classroom atmosphere, absent the students, and creating student learning readiness.

##### 2) Carry out Apperception Activities and or Carry Out Tests Early

After conditioning the initial activities in learning, the teacher must carry out apperception and or evaluation of activities' initial ability (entry behavior) students. Several ways can be used in apperception activities included; Asking questions about the

---

<sup>15</sup> Toto Ruhimat, *Prosedur Pengajaran*, Pendidikan, ([http://file.upi.edu/browse.php?dir=Direktori/FIP/JUR. KURIKULUM DAN TEK. PENDIDIKAN/195711211985031-TOTO RUHIMAT/](http://file.upi.edu/browse.php?dir=Direktori/FIP/JUR._KURIKULUM_DAN_TEK._PENDIDIKAN/195711211985031-TOTO_RUHIMAT/), accessed on February 20, 2020).

lesson material already studied before, provide comments on students' answers, and review subject matter to be discussed, Generating student motivation and attention.

b. Whilst Activities in Learning

The core activities in learning play an essential role in achieving learning goals and in shaping predetermined student abilities. Inner core activity learning is strongly influenced by the design or lesson plan made by the teacher. In principle, the core activities in learning previously it was designed to be systematically identified by the teacher allows can be implemented in these learning.

The core activities process in learning will be described the use of learning strategies and approaches used by teachers in the learning process because, in essence, the core learning activities are an implementation of learning strategies and approaches.

c. Post Activity and Follow Up Learning

Final activities and follow-up must be carried out based on planning that has been made by the teacher. The teacher needs to plan and carry out the final activities and follow up effectively, efficiently, flexibly, and systematically.

The final learning activity is described not only as tasks for closing the lesson but also as the student learning results and follow-

up activities for appraisal activity. Follow up activities must be followed based on the process and student learning outcomes.

In general, the final activities and follow-up of learning are must be done by the teacher including:

- 1) Assessing the results of the teaching and learning process.
- 2) Provide tasks/exercises that are done outside of class hours.
- 3) Provide motivation and tutoring.
- 4) Deliver alternative learning activities that can be done by students outside of class time.
- 5) Based on the results of student learning assessments, the possibility of students must be given individual or group learning programs to carry out enrichment programs and/or improvements did outside school hours.<sup>16</sup>

## **5. Teaching Reading Comprehension by Using Media and Picture**

### **a. Media**

The media is often associated with the instruments of communication. The word media also refers to any tool that conveys information to the destination from a source post. For the examples, we can see in our daily life. They are television, radio, book, record, and pictures. Media is a device that helps teachers communicate facts, skills,

---

<sup>16</sup> Toto Ruhimat, *Prosedur Pengajaran*, Pendidikan, ([http://file.upi.edu/browse.php?dir=Direktori/FIP/JUR.\\_KURIKULUM\\_DAN\\_TEK.\\_PENDIDIKAN/195711211985031-TOTO\\_RUHIMAT/](http://file.upi.edu/browse.php?dir=Direktori/FIP/JUR._KURIKULUM_DAN_TEK._PENDIDIKAN/195711211985031-TOTO_RUHIMAT/), accessed on February 20, 2020).

attitudes, knowledge and appreciation to students, or additional material that is used when using specific teaching methods to make learning easier, since it aims to help both teachers teach more reflective and students understand concepts more effectively.

Roblyer in Masithoh, stated that media such as slides and films provided more concrete and, thus, more useful knowledge than lectures and books. Media is a part of communication. Wherever communication is held, the media is always used. The use of media is needed to ensure effective communication to enhance teaching effects.<sup>17</sup>

To sum up, media is a teacher's way of communicating with the students. Not only does it allow the teacher to connect and send a message to the students, it also provides some responses so that the students can bear meaningful learning experiences.

#### **a. Media Picture**

##### 1) Definition of Picture

The picture is one of the visual aids as a technique in teaching English reading at Junior high school. Visual aids are a situation where the learner can see what is named after the word to be learned. It gives much contribution because, with a picture,

---

<sup>17</sup> Sitti Masithoh, *Improving Student' Reading Comprehension in Narrative Text through Picture-stories*, (Surakarta: IAIN Surakarta, 2017), p 13.

students not only can hear but also can see the sign, which is illustrated by the picture to express an idea or word. Picture is the likeness of a person, place, thing, or idea on a flat surface produced through drawing, painting, or photography.<sup>18</sup>

The picture also considered a useful resource and media in teaching-learning. Murcia and Hilles state that pictures are versatile and useful resources for teaching. So this resource can facilitate language program.<sup>19</sup>

Pictures are identical to fun, interest, and real things. It can attract the reader to read the story further. If the reader is motivated to read the whole story, then the implicit aim of reading the (entertainment or education) can be reached easily. Colorful pictures can be an exciting thing for readers. Pictures with colorful illustrations, the story, and the realistic as well as exciting characters can motivate students of all age levels.<sup>20</sup>

From the statement above, it can be concluded that the picture is a kind visual aids that include images in terms of types of images, and these (pictures) are essential to make success in learning because pictures make students build their imagination, interests,

---

<sup>18</sup> Lois Shores, *Instructional Material : An Introduction for Teacher*, (New York: The Roland Press Company, 1960), p 188.

<sup>19</sup> Marianne Celce Murcia and Sharon Hilles. *Techniques and Resources in Teaching Grammar*, (Oxford: Oxford University Press, 1988), p. 73.

<sup>20</sup> Nana Sudjana and Ahmad Rivai, *Media Pengajaran*, (Bandung: Sinar Baru Algesindo, 2009), p 34.

and motivation. It depends on the teacher to choose which one is suitable.

## 2) Function of Picture

Picture as one of visual helps are having several functions:

- a) Representation: visuals repeat the content in the text or connect with the text. It can be concluded that picture can be the representative of the text and it can connect with the text too.
- b) Organization: visuals enhance the text's coherence.
- c) Interpretation: visuals give the reader more non -abstract information.
- d) Transformation: visuals result the critical information in the text and recode it in a more memorable form.
- e) Decoration: visuals are used for aesthetic properties or to extend readers' interest with text.<sup>21</sup>

Kiefer also states that visual material gives function to clarify and to convey the text as its main function.<sup>22</sup>

## 3) Types of Picture

There are some kinds of pictures. Finochiaro and Bonomo divide the picture into three; A picture of an entity or an object, a

---

<sup>21</sup> Ali MERC, The Effect of Comic Strips on EFL Reading Comprehension, International Journal on New Trends in Education and Their Implications, vol. 4, No. 5, 2013, p.55

<sup>22</sup> Barbara Kiefer, Charlotte Huck's Children's Literature, (New York: McGraw Hill, 2009), p. 507.

picture of the situation, and a sequence of pictures as a number of related composite pictures.<sup>23</sup> Other experts propose a different group of pictures kind. Such Murcia and Hilles propose different kinds of pictures, such as follows :

- a) A picture can concentrate on one particular object, such as a home, or an event like a boy jumping a fence; instead, a picture can invoke a whole story. There is a photo of a few individuals, or a few things, between these two extremes.
- b) Pictures can be shown in pairs: the same object or person on two different occasions (e.g., Mr. Jones before and after his diet) or two different objects or individuals (e.g., a comb and a brush, a brother and a sister, etc.).
- c) Pictures can be grouped into semantically linked sets containing between ten and twenty objects, representing animals, vehicles, flowers, fruits, etc.
- d) At last, a picture can become part of a series of pictures telling a story. Using images of this kind helps the instructor to focus on temporal shapes and sequences in the target language.<sup>24</sup>

---

<sup>23</sup>Marry Finocchiaro and Michael Bonomo, *The Foreign Language Learner: A Guide for Teacher*, (New York: Regents Publishing Company, 1973), p 164.

<sup>24</sup> Marianne Celce Murcia and Sharon Hilles. *Techniques and Resources in Teaching Grammar*, p. 73.

#### 4) The Usage of Picture

As the researcher has mentioned before, the picture can be a useful aid in language learning. Wright said that there are three essential contributions of the picture such interest and motivation, a sense of the context of the language, and a specific reference point or stimulus. He also discussed in depth that pictures play an essential role in helping to discipline certain class practices, making understanding the topics that students interact with, and even explaining the main idea and types of an object or activity that are unique to a community.<sup>25</sup>

Also, Murcia and Hilles propose some usages of pictures. They state that interesting and entertaining photos motivate students to respond in ways that more routine teaching aids, such as using a textbook or a phrase on the board, cannot be used.<sup>26</sup>

Moreover, they also added that pictures could also be used to increase learning and practice in different activities. The pictures bring much variety into the classroom. Activities that facilitate effective movement-directly involving students or as observers-will

---

<sup>25</sup> Andrew Wright, *Pictures for Language Learning*, New York, (Cambridge: Cambridge University Press, 1989), p 2-10.

<sup>26</sup> Marianne Celce Murcia and Sharon Hilles. *Techniques and Resources in Teaching Grammar*. (Oxford: Oxford University Press. 1988), p 73.

foster and improve active learning. So, it can be concluded that pictures can play an essential role in this process.

## **6. The Advantages and Disadvantages of Using Picture**

Here are several advantages and disadvantages of the picture. First, the picture provides many advantages to be used along with the text. Teresa said that The advantage of using the pictures is to help students establish conceptual understanding.<sup>27</sup> In addition, the visual detail makes it easier for students to learn subjects as they use their mind and imagination to understand the material through the picture since the picture can allow students to understand the abstract topic more concretely. Also, as Kiefer has said, it is necessary to use the picture to help children gain a better understanding of the abstract subject.<sup>28</sup>

According to Hibbing, he said that the picture benefit is such as helping the viewer understand what is happening, making the reader see what he or she was hearing, and explaining the rest of the story. It will encourage students to learn more quickly; the picture is easier to read, so just look at the picture instead of images in the brain.<sup>29</sup> So it can be

---

<sup>27</sup> Tresa Walter, *Teaching English Language Learners The How To Handbook*, (New York: Longman,2004), p. 43.

<sup>28</sup> Barbara Kiefer, *Charlotte Huck's Children's Literature*, (New York: McGraw Hill, 2009), p. 20

<sup>29</sup> Anne Nielsen Hibbing and Joan L. Rankin-Erickson, *A picture is Worth a Thousand Words: Using Visual Images to Improve Comprehension for Middle School Struggling Readers*, *The Reading Teacher*, vol. 56, No. 8, 2003, p. 764.

concluded that using pictures helps readers with low ability to explain the picture story information, read more easily, and help verify comprehension.

Besides, according to Vernon S. Gerlach the disadvantages of using pictures are the size and distance are often distorted. In addition lack of the color in some picture limits or makes the picture unclear. It makes students unable to catch the information from the picture.<sup>30</sup>

## **7. Narrative Text**

Here, the researcher divides it into some parts to explain the characteristic narrative text.

### **a. Definition of Narrative Text**

According to the Concise Oxford English dictionary, the narrative is a spoken or written account of related events, a novel, whereas the text is a book or other written or printed work, regarded in terms of its content rather than its physical form. So narrative text is a text or story of a series of connected events, presented in a sequence of written/spoken words, and in a sequence of (moving) pictures.

Rebecca stated that narrative text is text, which links a series of logically and chronologically related events caused or

---

<sup>30</sup>Vernon S. Gerlach, *teaching & Media a Systematic Approach*, (London: PrenticeHall, Inc., 1980), p. 227.

experienced by factors. Furthermore, she states that the key to understanding narratives is the sense of plot, theme, character, and event, and how they relate.<sup>31</sup> According to Pardiyono, narrative text is the type of text that is told past activities that focus on experiences and resolutions to entertain and to give moral lessons to the reader.<sup>32</sup>

Anderson stated a narrative, is a text that tells a story and, by doing that, entertains the audience. It has character, arrangement, and action. Narrative characters, settings, and problems are usually introduced at the beginning.<sup>33</sup> Diana also stated a narrative text, usually describes the characteristics and rhetorical actions.

#### 1) Plot

The plot answers the questions “What is happening in the story?” and “What is the sequence of events?” Some stories have simple and straight forward plots.

#### 2) Character

Characterization addresses the questions “Who are these people?” and “Are they believable?” Characters need to be authentic for the reader to connect with them.

#### 3) Setting

---

<sup>31</sup> J. L. Rebecca, *A Critical Handbook of Children's Literature*, (Massachuset: Pearson Education, Inc, 2003), p 8.

<sup>32</sup> Sitti Masithoh, *Improving Student' Reading Comprehension in Narrative Text through Picture-stories*, p 14

<sup>33</sup> Mark Anderson. & Kathy Anderson,. *Text Types in English 3*. (Macmillan Education Australia PTY LTD, 2003). P 20.

Setting informs the reader of where the story is taking place. It answers the questions, “Where am I?” and “What will I see if I walk around here?” More frequently, the setting falls into the background, and the reader is not particularly aware of it.<sup>34</sup>

Thus, the researcher has the conclusion that the narrative text is the text of a real or unreal story that has the aim to entertain the reader by using past events.

#### b. Generic structure of Narrative Text

The generic structure of narrative text consists of several parts. Anderson and Anderson stated that the generic structure of narrative text consists of four parts. There are orientation, complication, sequence of events, and resolution.

The detail as follows:

##### 1) Orientation

Orientation is a text introduction. This covers what is inside the text, what the document speaks about in general, who involves when and where it occurs in the text, such as the characters.

##### 2) Complication

---

<sup>34</sup> M. Diana, *Children's Literature: An Invitation to the World*, (Boston: Pearson Education, Inc, 2003), p 15.

In complication, the text talks about what happens with the participants. It explores the conflict among the participants. The complication is the main element of the narrative. The text is not prose, without any ambiguity. The conflict can be shown to be natural, social, or psychological.

### 3) Sequence of events

The sequence of events is where the narrator tells how the character reacts to the complication. The events can be told chronological order (the order in which they happen) or with the flashback. The viewer is offered a view of the narrator.

### 4) Resolution

Resolution is the end of the narrative text. This is the phase where the participant solves the problem aroused by the conflict. Whether the participants succeed or fail. The point is that the conflict becomes ended.<sup>35</sup>

For the example are fellows:

#### **Orientation**

One day, a hungry crocodile was waiting a prey near the lake in the jungle. That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that

---

<sup>35</sup>Anderson, M, &Anderson, *Text Types in English*, (South Yarra: Macmillan Education Australia, 1997), p 8.

lake to drink. That crocodile was so cruel and thus, it had no friend and the other animals hate it so much.

### **Complication**

At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground. But that day was an unlucky day for that crocodile. After getting at the bank of the lake suddenly, there was a big branch of the tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally, a buffalo was coming to the lake to drink. The buffalo saw the crocodile, and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help. The buffalo felt sad about it and decided to help the crocodile. But after helping the crocodile, the buffalo got something unexpected. The crocodile bit the buffalo's leg and the buffalo shouted asking help for any other animal near it. Kancil that was at the way to go to the Lake, heard the buffalo's voice. Kancil sprints to see what had happened to the buffalo. Near the lake, kancil saw the buffalo and the crocodile.

Kancil asked: "what happened?"

And the buffalo answered: "the crocodile bite my leg after I help to remove the big branch from its neck."

The crocodile also said: "I am hungry and you are at my territory. Therefore I bit you poor buffalo."

The crocodile laughed at the buffalo.

Kancil said to buffalo, "It is impossible you had helped the crocodile. Thus the crocodile had the right to bite you."

The buffalo said, "I am not telling a lie. I can prove it."

Kancil said, "I believe that crocodile is right, but then you can try to prove your telling. But the first crocodile must release your bite, okay?"

Crocodile said, "Okay, it is easy, but after that, I will eat the buffalo."

Kancil said, "Okay, deal."

### **Resolution**

The buffalo laid the big branch at the former position, upon the crocodile's neck. After that, suddenly, kancil said, "Let us run buffalo; let's run!" The buffalo and kancil run as fast as possible and the crocodile had realized that it is had been fooled by kancil.

The crocodile was still trapped there and there was no one helped it.<sup>36</sup>

---

<sup>36</sup>21+ Contoh Narrative Text 2 Bahasa Lengkap : Pengertian ....  
(<https://gudangpelajaran.com/contoh-narrative-text/>, accessed on February 12, 2020)

### c. Types of Narrative Texts

#### 1) Legend

Legend is a narrative of human actions perceived as taking place within human history by tellers and listeners alike. A legend is typically a short, traditional, and historical narrative performed in a conventional mode. Some define legend as a folktale. The examples of the legend in the narrative text are:

- a) Sangkuriang
- b) Malin Kundang
- c) Gold Cucumber

#### 2) Fable

Fable is a short allegorical narrative making a moral point, traditionally using animal characters that speak and act like human beings. The example of fable in the narrative text is:

- a) Mouse Deer and Crocodile
- b) The Ants and the Grasshopper
- c) The Smartest Parrot

#### 3) Fairy tale

The fairy tale is an English language term for a type of short narrative corresponding to the French phrase *Conte de fee*. Usually, a fairy tale features folk characters such as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually

magic or enchantments. The examples of the fairy tale in the narrative text are :

- a) Cinderella
- b) Snow White
- c) Pinocchio

## B. Review of Related Literature

There are some previous studies related to Teaching Students Reading Comprehension Through Picture Narrative Text at the Ninth Grade Students of MTs Negeri 1 Manado.

**Table 2.1**  
**Research Originality**

No	Research Identity	Similarly	Differences	Research Originality
1	Siti Masithoh, Improving Student's Reading Comprehension In Narrative Text Through Picture-Stories (at the Ninth Grade Students of MTs N 1 Ngemplak Boyolali in 2015/2016 Academic Year)	This research focused on Reading Comprehension with pictures as a media in narrative text.	<ol style="list-style-type: none"> <li>1. This research used an action research method.</li> <li>2. This research applied at MTs N 1 Ngemplak Boyolali.</li> </ol>	This research was a case study with qualitatif method then focused on the benefit and the problem of teaching students
2.	Lisa Rusrianti, The Effectiveness of Picture Series In Teaching Students' Reading	This research focused on Reading Comprehension with picture as	<ol style="list-style-type: none"> <li>1. This research used Quasi-Experiment Study.</li> </ol>	

	Comprehension of Narrative Text (Quasi-Experiment Study of the Eighth Grade Students at MTs Islamiyah Ciputat in accademic year 2016/2017)	a media in narrative text.	2. This research applied at MTs Islamiyah Ciputat.	reading comprehension through picture narative text at the third grade of MTs Negeri 1 Manado
3.	Ryan Jaya Maulana, Improving Students' Reading Comprehension of Narrative Text through Comic Strips at the tenth-grade students of SMAN 2 Sungai Raya in academic year 2016/2017	This research focused on Reading Comprehension using media in narrative text.	1. This research used an action research method. 2. This research applied at SMAN 2, Sungai Raya.	
4.	Dera Rahmah Hidayah, Improving Students' Reading Comprehension in Narrative Text Through Picture Series at the First Grade Students of SMA Negeri 3 Metro in academic year 2017/2018	This research focused on Reading Comprehension with pictures as a media in narrative text.	1. This research used action research. 2. This research applied at SMA Negeri 3 Metro.	

The table above shows some previous studies related to this research. The first study is Improving Student's Reading Comprehension In Narrative Text Through Picture-Stories at the Ninth Grade Students of MTs N 1 Ngemplak Boyolali. The researcher

found some conclusion of students reading comprehension in narrative text through picture-stories at the ninth grade of MTs N 1 Ngemplak Boyolali as follows: first, the use picture stories in teaching reading can give the students visualization about the content of the text. When the students read a text, it is possible that they find some confusing words in sentences. Because of that, they can comprehend the text well. If the students are able to comprehend the text well, it means that their reading comprehension is good. Second, The use of picture-stories in teaching reading can also attract the students' attention toward the lesson. During the action, the students' motivation is high. They are moral interested, enthusiastic, and active during the teaching learning process.<sup>37</sup>

Secondly, The Effectiveness of Picture Series In Teaching Students' Reading Comprehension of Narrative Text. This study had quasi-experimental design which was intended to find out the effect of picture series in teaching students' reading comprehension of narrative text. The researcher found that. The finding of the study shows that post-test mean score of experimental class is 73.36, while post-test mean score of controlled class is 70.56. It means that there is significant difference between post-test mean score of both classes. In other words, there is significant effect of having picture series in teaching students' reading comprehension of narrative text.<sup>38</sup>

---

<sup>37</sup> Siti Masithoh. *Improving Student's Reading Comprehension In Narrative Text Through Picture-Stories at the Ninth Grade Students of MTs N 1 Ngemplak Boyolali*. (Surakarta: IAIN Surakarta, 2017). Accessed on Friday 20/12/2019.

<sup>38</sup> Lisa Rusrianti *The Effectiveness of Picture Series In Teaching Students' Reading Comprehension of Narrative Text (Quasi- Experiment Study of the Eighth Grade Students at MTs Islamiyah Ciputat*. (Jakarta: UIN Syarif Hidayatullah, 2017). Accessed on Friday 20/12/2019.

The third, Improving Students' Reading Comprehension of Narrative Text through Comic Strips at the tenth-grade students of SMAN 2 Sungai. In this study the researcher conducted a classroom action research. The data were collected by both measurement technique and observation. The tools of data collecting were observation checklist, field note, and test. Comic strips was used as the teaching media in this research which was conducted in two cycles. The research findings showed that students' individual score, on the first cycle there were 18 students of 34 students passed the test. On the second cycle, 29 students passed the test.<sup>39</sup>

The last, Improving Students' Reading Comprehension in Narrative Text Through Picture Series at the First Grade Students of SMA Negeri 3 Metro. In this study, one group pretest and posttest design was used in this research. The data were obtained from the pre-test, the post-test, and questionnaires. The results showed that there was a statistically significant improvement of the students' reading comprehension after they were taught through picture series with the significant level 0.05. Moreover, the students gave good responses of the use of picture series. This indicates that picture series as the media facilitates the students to improve their comprehension in reading narrative texts.<sup>40</sup>

---

<sup>39</sup> Ryan Jaya Maulana, Albert Rufinus, Endang Susilawati. *Improving Students' Reading Comprehension of Narrative Text through Comic Strips at the tenth-grade students of SMAN 2 Sungai Raya in academic year 2016/2017*. <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/32681>. Accessed on 20/12/2019.

<sup>40</sup> Dera Rahmah Hidayah. *Improving Students' Reading Comprehension in Narrative Text Through Picture Series at the First Grade Students of SMA Negeri 3 Metro in academic year 2017/2018*. <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/15998>. Accessed on 09/01/2020.

Based on the several previous studies above, it could be seen that this study had the same aimed with the four previous studies that were focused on reading comprehension by using pictures. However, there was also a difference between this study with other studies. These differences can be seen from the main focus of this study which is to find out the benefit and the problem of teaching picture narrative text. Also, the method of this study was a case study with a qualitative method.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This study applied with a qualitative research method. Qualitative research is concerned with the development and explanation of social phenomena. It aims to help in understanding the social world in which we live and why things are the way they are. The researcher utilized qualitative research to gain information from the research question that is asked in-depth and extensively.

According to Parkinson & Drislane in Emilia Todorova, qualitative research is research using methods such as participant observation or case studies, which result in a narrative, descriptive account of a setting or practice.<sup>1</sup> Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world.

---

<sup>1</sup> Emilia Todorova, Dimo Milev, and Ivaylo Donchev. "A System Supporting Qualitative Research". *(IJACSA) International Journal of Advanced Computer Science and Applications*. Vol. 5, No. 11, 2014. P. 121

It means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.<sup>2</sup>

A case study is a study that explores a problem with specific limitations, has in-depth data collection, and includes various sources of information. This research is limited by time and place, and cases studied in the form of programs, events, activities, or individuals.<sup>3</sup> The researcher took a case study in this research because the researchers considered that pictures were currently being an issue in teaching narrative text in the IX B class of MTs Negeri 1 Manado

## **B. Research Location**

This research took place at the IX B class of MTs Negeri 1 Manado. The address is located at Jl. Bailang Kec. Bunaken Manado 95241.

## **C. Source of Data**

The source of data in research is the subject from which data is obtained. If the researcher used a questionnaire or interview in gathering data, the source of the data is called a respondent, that is, the person who responds or answers the researcher's questions, both written and oral. There were eleven respondents, consisting of ten students and one teacher. As for

---

<sup>2</sup>N, Denzin & Y, Lincoln, *Handbook of qualitative research (3rd ed.)*, (Thousand Oaks, CA: Sage, 2005), p. 3.

<sup>3</sup> Hamid Darmadi, *Metode Penelitian Pendidikan dan Sosial*, (Bandung: Alfabeta Bandung, 2014), p 291.

the data collected by the researcher, the data divided into two types, as follows:

1. Primary Data

The Primary data were obtained directly through observation in the learning process and interview with related parties, teachers and the students on IX B MTs Negeri 1 Manado.

2. Secondary Data

Secondary data is obtained indirectly from research data such as the documentation, literature review such as lesson plans and teaching materials.

#### **D. Research instruments**

The first step in the process of conducting research is gathering information both directly and indirectly. In gathering research information done in many ways, for example, interviews and observations. The purposes of the research instrument were: as a tool for recording the information from respondents, as a tool for organized the interview process and to check the job performance of research. In collecting data, the writer used instruments, the followings are as follows:

1. Observation

The field notes were used to observe the students during the learning process to get data regarding the benefits and the problems of

the teaching students reading comprehension through picture narrative text.

## 2. Interview Sheet

The interview sheet is intended to know the student's opinions and students' abilities from the use of a picture in teaching reading comprehension. In the interview sheet, the researcher had a question to the students and the English teachers.

## 3. Documentation

Documentation is the collection of data that is not directly aimed at the object of research but through documents. Documents can be in the form of writing or pictures. In this documentation, the researcher gathered documents such as lesson plans, teaching material, and pictures from the class.<sup>4</sup>

### Picture 3.1

#### The Stork and The Fox



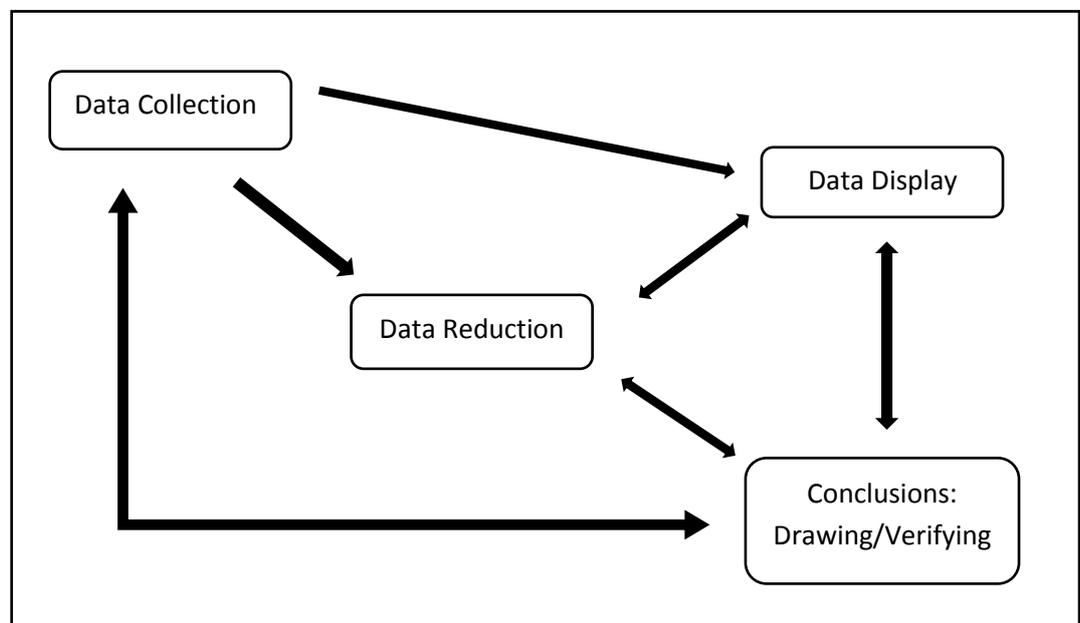
---

<sup>4</sup> Hamid Darmadi, *Metode Penelitian Pendidikan dan Sosial*, p 292

## E. Data Analysis Technique

In analyzing the data, the researcher employed the flow model. The flow model proposed by Miles and Huberman consists of three components, namely: data collection, data reduction, data display, and verification.

**Figure 3.1**  
**The simple data analysis technique**



### 1. Data Reduction

In this step, the data obtained by observation and interview was selected based on the researcher purposes a set of classification and omitting the irrelevant data that need to be analyzed. Firstly, the mass of data has to be organized and somehow meaningfully reduced or reconfigured. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appeared in written up field notes or transcriptions. After

collecting the data, the researcher selected and simplified the data.

Choosing which one the researcher used and did not.

## 2. Data Display

Data display is compressed, assembly of information the premise conclusion drawing and action. as mention before in the data reduction, the researcher disserved and organized which data to put on in the thesis.

## 3. Drawing Conclusion/Verification

The last step was drawing conclusions or verification. The result of the analysis was concluded after constructing the concepts related to the research focus. The data was described by using the researcher own sentences.<sup>5</sup>

## **F. Research Stages**

This research had several stages being reported. The researcher presented the stages as follows:

1. The researcher conducted a preliminary observation at MTs Negeri 1 Manado.
2. The researcher identified the methodology and population of the research.
3. The researcher prepared the instrument of the research, such as the interview sheet, observation sheet, and field notes.

---

<sup>5</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, and R&D)*, (Bandung: Alfabet, 2016), p 245.

4. The researcher collected the data from the research location.
5. The researcher analyzed and interpreted the data.
6. The research reported the findings and conclusions.

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher focused on explaining the data as a result of collecting the data to answer the research question.

#### A. General Description of the School

##### 1. The Brief Story of Madrasah Tsanawiyah Negeri 1 Manado

Madrasah Tsanawiyah Negeri 1 Manado was established in 1978 as a result of the fusion of the 6-year PGAN of Manado, and the process of establishing it is the relocation of MTs Negeri Muara Tewe District. Barito Utara, Central Kalimantan, became the MTs of Manado under the Decree of the Minister of Religion in 1980. In 2012 it was declared the Superior State Tsanawiyah Madrasah. Have Madrasah Statistics Number (NSM) and National School Principal Number (NPSN) = 121 1 71 71 0001 and 40102869.

Geographically, Madrasah Tsanawiyah Negeri 1 Manado is located in Bailang Village, Bunaken District, Manado City.

##### 2. Vision and Mission of Madrasah Tsanawiyah Negeri 1 Manado

**VISION:** Excellent in achievement, robust in competition, and polite in character.

Indicator:

- a. Able to compete with graduates who are equal to continue their education at a higher level.

- b. Able to think actively, creatively, and skillfully solve problems.
- c. Having skills, non-academic skills by their talents and interests.
- d. Have a firm belief and practice the teachings of his religion correctly and consistently.
- e. Can be an example for friends and the community.

**MISSION:**

- a. Organizing education effectively so that students develop optimally.
- b. Organizing learning that encourages students to excel, discipline, have significant, creative, critical, and responsible responsibilities.
- c. Organizing self-development so that students can develop according to their interests and talents.
- d. Developing the environment and religious behavior so that students can practice and live their religion significantly.
- e. Developing commendable behavior and real practice so that students can be role models for their friends and community.

**OBJECTIVES :**

- a. Developing 100% PAIKEM / CTL learning for all subjects.
- b. Students have the knowledge, experience, and skills needed for the continuation of education to a higher level and useful in life and life in society and urgency.
- c. The average UN score reaches 7.5 and UAMBN 8.5.

- d. Have a Team who excels in sports and arts as well as a science olympiad that won first place at the city, provincial and even national level.
- e. Developing various institutions/programs of religious observance and practice.

### 3. Circumstances and Educational Facilities

**Table 4.1**  
**School Facilities**

<b>No</b>	<b>Room</b>	<b>Total</b>	<b>Condition</b>
<b>1.</b>	<b>The Headmaster Room</b>	<b>1</b>	<b>Good</b>
<b>2.</b>	<b>Teachers Room</b>	<b>1</b>	<b>Good</b>
<b>3.</b>	<b>Office Room</b>	<b>1</b>	<b>Good</b>
<b>4.</b>	<b>Library</b>	<b>1</b>	<b>Good</b>
<b>5.</b>	<b>Classroom</b>	<b>19</b>	<b>Good</b>
<b>6.</b>	<b>Projector</b>	<b>6</b>	<b>Good</b>
<b>7.</b>	<b>Laboratory</b>	<b>1</b>	<b>Good</b>
<b>8.</b>	<b>Computer Lab</b>	<b>1</b>	<b>Good</b>
<b>9.</b>	<b>Toilet</b>	<b>13</b>	<b>Good</b>
<b>10</b>	<b>Wifi</b>	<b>1</b>	<b>Good</b>

The table shows that MTs Negeri 1 Manado has enough facilities to support students learning process.

## **B. Findings**

The findings of observation, interviews, and documentation were done to display the data.

Based on the researcher' initial observation in December 2019. the researcher went to school and asked the teacher how to learn the narrative text. The narrative text learning started in January 2020 because it refers to the curriculum.

In relation to observation, the researcher used field notes as additional data in the learning process of students reading comprehension. It was explained that the class started at 10:20 after lunch, the students came on time, the teacher prepared the class, and she called one student to turn on the projector. Then, the class leader recited the prayer before the lesson began. Meanwhile, the teacher checked the attendance list of students. At that meeting, all students attended the class. When the learning started, the teacher reviewed the previous materials. Then the teacher gave brainstorming to enter into advanced learning. The teacher started by introducing the subject; she explained what a narrative text was. The teacher gave examples of confusing words that students never know. Then the teacher appointed one student to spell the word.

Furthermore, the teacher went into the discussion by explaining the text in the book. The students listened properly or paid attention fully when the teacher explained the narrative text also the type of narrative text. Because that was the first time they learned the narrative text. During this study, the teacher focused on

the fairy tale and fable as a type of narrative text. The teacher divided the text into two text.

The first narrative text was Golden Cucumber (fairy tale) as an introduction. From the text, and then the students must answer the text correctly because the generyc structure of the text was random. After that, the teacher asked the confusing word which students found in the text. Then she asked several students to spell the word in order the students felt more confidence when they read the text in front of the class.

The second narrative text, the teacher used the picture on the story of The Fox and the Stork (fable). The students studied very seriously because this text was random, like the story before, and they must answer the structure of this text correctly again. Then the students felt very enthusiastic in studying narrative text by using pictures because the picture helped them to describe the events that occur in sorting the events according to the flow. They were very excited about the picture because several students did not know about the story of the Fox and the Stork.

Some of the students enjoyed learning the narrative text by picture. It can be seen during the learning; several students made any noise in the class because few students have a previous knowledge like a watched the video or read the story of the Fox and the Stork previously. And then, several students asked a question to the teacher when they did not understand the words of the story. Meanwhile,

another student used their dictionary to find out the meaning of new words that they got in the text. Also, the classroom was comfortable made the students focus on the study because the classroom was facilitated by what the teachers needed as media in the teaching process.

Based on the interview, the researcher used a phone as a media to record the data from students and the teacher. The researcher did the interview twice. The first interview was conducted with ten students on IX B on Saturday, January 18, 2020, and the second with the teacher on Wednesday, January 22, 2020. There were nine questions that the researcher asked the students and twelve questions to the teacher.

The researcher figured out the answer from the students and the teacher about the benefits and the problems of teaching reading comprehension through picture of narrative text:

Students' opinions about interest in reading.

It started by RM, she said:

*“Suka, sama dengan novel begitu...”<sup>1</sup>*

(i like it, like read a novel).

That is because in reading novels, it is easier to understand; the language also is not too difficult.

---

<sup>1</sup> Regina Muhammad, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

The opinion above similarly told by SPW:

*“Ya. Karena membaca adalah jendela dunia kak...”*<sup>2</sup>  
(yes because the read is a window of the world).

From the explanation, it can be said that reading is the process of gaining new information or knowledge, such a new vocabulary that very helpful in the learning process.

The reason above also stated by MKS:

*“Suka sih kalo untuk bahasa Inggris karna untuk menambah kosa kata baru...”*<sup>3</sup>  
(for English class I like it. Because it helps me to gain new vocabulary).

Meanwhile, the other opinion about students’ interest in Reading, also stated by SJ:

*“Tidak terlalu suka...”*<sup>4</sup>  
(do not really like).

Then, NM, Student of ninth B clearly agreed with the statement above:

*“Nyanda kak karna capat ja bosan.”*<sup>5</sup>  
(no brother, because it can make me bored).

Through the answers, there are several students felt that they did not like to read and boredom, somehow, showed while they were reading because of nothing that made students interested in reading.

---

<sup>2</sup> Sahna Putri Wahid, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>3</sup> Muhammad Khalil Syawie, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>4</sup> Salman Jacob, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>5</sup> Naila Mada, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

Then, the students' opinion about picture, RM stated that:

*"Iya suka..."*<sup>6</sup>  
(yes, I like it)

Different from his friend SJ said that he:

*"Tidak terlalu..."*<sup>7</sup>  
(Not sure).

By their answers, it can be explained that most of the students like the pictures because picture has a lot of utility in learning. The picture is also one of the media that made them interested in reading some texts.

Further is kind of pictures that students interest, RT said that he interested with:

*"Aksi dan Dongeng..."*<sup>8</sup>  
(I like action picture and legend)

AAA also said that:

*"Yang mengandung cerita..."*<sup>9</sup>  
(i like pictures that contain stories)

MKS has a different pictures interest with his friends, he says:

*"Hewan-hewan..."*<sup>10</sup>  
(I like animals pictures)

---

<sup>6</sup> Regina Muhammad, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>7</sup> Salman Jacob, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>8</sup> Rahmat Taufikurahman, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>9</sup> Abdul Aziz Awad, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>10</sup> Muhammad Khalil Syawie, IX B Students of MTs Negeri 1 Manado, Interview, 18 January,

From the statements, most of the students like the picture such a story of narrative, animals, myth, and fairy tale which founded in narrative text.

Then about picture motivated in teaching reading comprehension. RT as a student of MTs Negeri 1 Manado told that:

*“Iyo karna kita nda talalu suka membaca...”<sup>11</sup>*  
(yes I like it because I do not really like reading).

The same statement from SPW:

*“Iya karna lebih tertarik membaca dengan adanya gambar...”<sup>12</sup>*  
(motivated and it interested me in reading).

Also, NM agreed with her classmate:

*“Iya soalnya kayak lebih asik dengan ada gambar nda bekeng bosan...”<sup>13</sup>*  
(yes because it is more fun with the picture and not make bored).  
AFS has a different statement about that:

*“Ya sedikit karena dari kacili so suka membaca...”<sup>14</sup>*  
(a little bit because I did like reading when I was a kid)

The picture is one of the visual aids as a technique in teaching English reading junior high school. The picture motivated the students because the young students were very imaginative.

---

<sup>11</sup> Rahmat Taufikurahman, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>12</sup> Sahna Putri Wahid, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>13</sup> Naila Mada, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>14</sup> Ahmad Fajar Syawal, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

Furthermore, about the difficulties in narrative text. RT stated that:

*“Alur teks yang ta acak...”<sup>15</sup>*  
(The structure of the text is random).

AAA also has an opinion about that, he stated:

*“Pengejaan dan kosakata yang kurang...”<sup>16</sup>*  
(to spell the word and less vocabulary).

Same with her classmate, RM Stated:

*“Banya kata-kata yang kita nda mangarti...”<sup>17</sup>*  
(there some words that I do not know).

MKS also stated similar above that:

*“Ada kata-kata yang kurang di mengerti...”<sup>18</sup>*  
(there are some word that difficult to understand).

The statement above similarly with SJ student of MTs Negeri 1 Manado:

*“Susah untuk berfikir...”<sup>19</sup>*  
(Difficulties in thinking)

Different from their friends, AF stated:

*“Tidak ada...”<sup>20</sup>*  
(there are no difficulties of the text).

---

2020.

<sup>15</sup> Rahmat Taufikurahman, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>16</sup> Abdul Aziz Awad, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>17</sup> Regina Muhammad, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>18</sup> Muhammad Khalil Syawie, IX B Students of MTs Negeri 1 Manado, Interview, 18 January,

<sup>19</sup> Salman Jacob, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>20</sup> Aji Febrian, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

The most difficulties that student found is about lack of vocabulary. It is impacted to their comprehend in reading the text because vocabulary is the basic that very important in learning English.

Besides, YAR, as the teacher said that the important in reading comprehension:

*“Vocab yang paling utama dalam reading text karena bagaimana they understand the text without know link the vocabulary jadi tau vocab harus banyak dulu baru bisa memahami reading teksnya, grammar kan itu urusan belakangan yang penting vocabnya sudah bisa, they will know they will comprehend the teks jadi ee, unreaching vocabulary. Jadi sebelum teks diberikan diberi dulu vocab penting yang guru percaya ohh ini anak belum pernah tau ini vocab jadi diperkenalkan dulu vocabnya, vocab yang ada dalam teks disertai gambar supaya lebih tambah mudah.”<sup>21</sup>*

(Vocabulary is essential in reading text because how the students understand the text without know link the vocabulary so the students must have much vocabulary, then the students can understand the reading text. The grammar is latter, when they have much vocabulary, they will know, they will comprehend the text. So before the teacher gives the text, the teacher explains some confusing words or new words).

Then, the useful of the picture in the narrative text.

SPW explained that:

*“Sangat berguna untuk memahami alur cerita...”<sup>22</sup>*  
(it is handy to understand the storyline).

Their English teacher, YAR, was in line with her students.

---

<sup>21</sup> Yunita Abdul Razak, English Teacher, Interview, MTs Negeri 1 Manado, 22 January, 2020.

<sup>22</sup> Sahna Putri Wahid, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

*“Iya, membantu siswa lebih cepat memahami karena adanya bantuan gambar.”*<sup>23</sup>  
 (yes it helps the students understand faster because of the help of pictures).

Next, the reason learns through picture help their reading comprehension, as stated by RT:s

*“Sangat membantu, karna kalo cuman teks sulit untuk mo pahami depe alur...”*<sup>24</sup>  
 (it is really helps me. Because it is hard to understand the storyline if it is just a text).

The reason above similarly with RM, she stated:

*“Iya bahkan sangat membantu karna ada bagian-bagian yang bulum mangarti. Tapi, pas pe lia gambar iko mangarti...”*<sup>25</sup>  
 (yes, even it is beneficial, because there is a part that I do not understand. But when see the picture I do understand).

The reason above also stated by MKS:

*“Sangat membantu karna seringkali berbedea mo dipahami kalo Cuma teks sasaja dengan ada gambar...”*<sup>26</sup>  
 (it is very helpful. Because it is different if just a text).

AAA also stated similarly with his friends above:

*“Sangat membantu, Karena kalo cuma diceritakan agak sulit untuk digambarkan tapi kalo ada depe gambar lebih mudah untuk dipahami...”*<sup>27</sup>  
 (it is beneficial. Because, if just a text it is difficult to describe but the presence of the picture is easier to understand).

---

<sup>23</sup> Yunita Abdul Razak, English Teacher, Interview, MTs Negeri 1 Manado, 15 December, 2019.

<sup>24</sup> Rahmat Taufikurahman, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>25</sup> Regina Muhamad, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>26</sup> Muhammad Khalil Syawie, IX B Students of MTs Negeri 1 Manado, Interview, 18 January,

<sup>27</sup> Abdul Azis Awad, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

Following the statement from SPW, she explained that:

*“Bisa, soalnya torang lebih bisa berfikir dan lebih mudah membayangkan...”<sup>28</sup>*

(yes it can help because it makes us more thinking and more comfortable to imagine).

Same with her friends NM also stated about her reason:

*“Iya karena lebih bisa memahami isi teks...”<sup>29</sup>*

(yes because it can be better to understand the text).

RNH, student of IX B class MTs Negeri 1 Manado agreed with the statement

above:

*“Ya, karena stenga mati skali mo mangarti depe susunan kalo cuma teks sasaja.”<sup>30</sup>*

(yes because, too difficult to understand the storyline if jus a text).

After that is the opinion about the use of picture in their reading comprehension, MKS stated:

*“Iya saya merasa sangat memudahkan dalam meningkatkan pemahaman saya dalam membaca...”<sup>31</sup>*

(yes, I feel it is easier to improve my comprehend in reading with picture)

The opinion above similarly with RT, he stated:

---

<sup>28</sup> Sahna Putri Wahid, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>29</sup> Naila Mada, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>30</sup> Reifzky Nauval Hardinansyah, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.s

<sup>31</sup> Muhammad Khalil Syawie, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

*“Iya kita rasa bagitu karna kalo ada gambar lebe mudah mo pahami...”*<sup>32</sup>  
(yes, I feel like that. Because the picture helps to understand).

Then, the opinion about how they applied their reading technique, RT as the students of class IX B MTs Negeri 1 Manado stated that:

*“Nyanda mangarti kak, nyanda talalu suka ba baca kw...”*<sup>33</sup>  
(I did not know, because I do not like to read)

RM also stated that:

*“Tergantung depe kata atau kalimat kak, kalo dpe kata kita tau no capat mo ba cari kak, io membantu sx kak pas mo ba jawab klo mo dapa tunjung...”*<sup>34</sup>  
(Depend on the sentences or the word. If the word were familiar, it would smooth. Yes it is helpful when we were going to answer if the teacher appoints us).

Similar with his friend above, MKS also stated:

*“Tergantung depe isi teks kak, kalo depe kata-kata qt mangarti no capat mo dapa, io kak sangat membantu skali...”*<sup>35</sup>  
(Depend on the text to applied, if I know the word, it is fast to founded. Yes it is Helpful).

AAA also stated:

*“Stenga mati, kalo dia pe teks Bahasa Indonesia no gampang sih, io membantu kak...”*<sup>36</sup>  
(It is difficult to applied in English, Yes it is helpful).

Similarly, with her friends, SPW also stated that:

---

<sup>32</sup> Rahmat Taufikurahman, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.  
<sup>33</sup> Rahmat Taufikurahman, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.  
<sup>34</sup> Regina Muhamad, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.  
<sup>35</sup> Muhammad Khalil Syawie, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.  
<sup>36</sup> Abdul Azis Awad, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

*“Agak susah kalo dibahasa Inggris kak karna banya kata yang baru ja dapa kecuali Bahasa Indonesia baru lebe gampang. Iya kak membantu skali kalo pas mo cari depe kata yang maam dasuru...”<sup>37</sup>*

(It is difficult to applied in English because of too many confused words except in Bahasa Indonesia. It will easily be applied. Yes very helpful to found the word when the teacher command to find some word).

Also, AFS stated about how his reading technique:

*“Sangat membantu karna pas mem suru cari satu kata yang kurang di mengerti bisa cpt dapa. Tapi tergantung lagi dpe kata no kak...”<sup>38</sup>*

(Depend on the text, it is helpful because when the teacher command to find some word, we can found it fast).

The statement above same with AF, he stated:

*“Sama dengan biasa klo ba baca di buku Bahasa Indonesia no kak, io membantu skali pas mo cari kata yang penting...”<sup>39</sup>*

(the way same as to read in Bahasa Indonesia, it is helpful).

Different from his friends, SJ stated that:

*“Nda tau kak...”<sup>40</sup>*

(I do not know how to applied).

Same with her friends NM also stated:

*“Nyanda suka membaca kak jadi nda tau dpe teknik bagitu...”<sup>41</sup>*

(I do not know about the technique because I do not like to read).

Along with the students, YAR, as an English teacher stated about the student's ability in reading comprehension:

*“Bagus karena penguasaan kosakata mereka sudah cukup banyak jadi ketika penguasaan kosakatanya banyak memahami teksnya baik, kebetulan di kelas*

---

<sup>37</sup> Sahna Putri Wahid, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>38</sup> Ahmad Fajar Syawal, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>39</sup> Aji Febrian, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>40</sup> Salman Jacob, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

<sup>41</sup> Naila Mada, IX B Students of MTs Negeri 1 Manado, Interview, 18 January, 2020.

*saya rata-rata anak-anaknya pemahaman kosakatanya cukup banyak jadi ketika memberikan reading teks lebih cepat paham.*"<sup>42</sup>

(it is good because their mastery of vocabulary is quite a lot so when mastering the vocabulary many understand the text well, coincidentally in my class, the average child understands the vocabulary quite a lot so when giving reading texts more quickly understand)

YAR as the English teacher stated an opinion about this method:

*"Metode ini sudah sering digunakan disini, dalam 1 semester biasanya reading dan speaking, jadi teks bacaan atau teks untuk menulis biasanya suka dipakai picture..."*<sup>43</sup>

(this method was used in here, in one semester usually for speaking and reading. So, we used the picture in the text)"

YAR also stated the reason why she used pictures in the teaching:

*"Untuk meretriev pengetahuan yang mereka punya meretriev pengetahuan yang dimiliki siswa untuk bisa mengaktivasi pengetahuan mereka dicoba menggunakan gambar karena kan tujuan dari gambar ini lebih pada mengaktifkan pengetahuan siswa dan memudahkan mereka untuk memahami informasi dari teks narrative dengan diberikan gambar. Juga memudahkan siswa untuk memahami informasi dari sebuah teks bacaan ataupun memahami meaning dari kosakata, pemahaman in comprehending text ataupun in knowing the meaning of one word..."*<sup>44</sup>

(To retrieval the knowledge that students have. in order to be able to activate their knowledge, try to use pictures because the purpose of these pictures for enable the students' knowledge and make it easier for them to understand the information from the narrative text by giving pictures. because it makes it easy for students to understand information from a reading text or understand the meaning of vocabulary, understanding in comprehending text or in knowing the meaning of one word.)

She also said that:

---

<sup>42</sup> Yunita Abdul Razak, English Teacher, Interview, MTs Negeri 1 Manado, 22 January, 2020.

<sup>43</sup> Yunita Abdul Razak, English Teacher, Interview, MTs Negeri 1 Manado, 22 January, 2020.

<sup>44</sup> Yunita Abdul Razak, English Teacher, Interview, MTs Negeri 1 Manado, 22 January, 2020.

*“Sepanjang saya mengajar saya sudah banyak menggunakan picture, saya sudah mengajar sejak 2003. dari kurikulum sebelumnya KTSP juga saya sudah banyak menggunakan picture setelah kurikulum 2013 juga menggunakan picture jadi aplikasinya tidak berdasarkan kurikulum per kurikulum tetapi pada kemudahan siswa menangkap materi jadi ketika itu mudah kepada siswa yaa saya gunakan...”<sup>45</sup>*

(I have used pictures many times during my teaching, I have been teaching since 2003 from the previous curriculum (KTSP) to the curriculum 2013 revised (now) I have used picture a lot of times in teaching, so the use of pictures is not based on the curriculum per curriculum but on the ease of how students catch the material so when it is easy for students I use it.

Also YAR stated where she emphasized on a part of the picture :

*“complication nya, pada series of complication jadi sudah mulai problem muncul, problem satu supaya lebih memudahkan mereka biasa ditampilkan gambar biasa juga pada introduction pengenalan cerita karakter kan bisa juga kita pake gambar, karakter ini, ini gambarnya jadi anak anak lebih mudah menebak ohh dari gambar sifatnya bagaimana dengan memunculkan karakter dengan bentuk gambar siswa lebih memahami sifat dari karakter jadi di introduction iya di complication juga iya. Depe plotnya pada waktu problem muncul memperkenalkan masalah, naik turun masalah jadi semacam story board, gambar berantai begitu...”<sup>46</sup>*

(I am usually used the picture in Complication and Introduction or Orientation because in Complication the problems begin to emerge so to make them understand easier about the problems the picture required here. Then in Introduction or Orientation to help the students recognize the character. So the students can identified this character is like this the another character is like that.)

She also stated about the subject based on the syllabus:

*“ya sesuai, misalkan materi pokok Narrative tetapi text nya bisa kita pilihkan, sesuai dengan stok vocabulary kan tidak bisa stok vucabularya sedikit kemudian kita pilihkan text yang rumit kan depe level of difficulty tergantung dari kemampuan siswa. Jadi teksnya dipikirkan sesuai tingkat kesuilitan atau tingkat kemampuan anak- anak...”*

---

<sup>45</sup> Yunita Abdul Razak, English Teacher, Interview, MTs Negeri 1 Manado, 22 January, 2020.

<sup>46</sup> Yunita Abdul Razak, English Teacher, Interview, MTs Negeri 1 Manado, 22 January, 2020.

(yes, the subject based on the syllabus, for the example the main subject is a narrative text, but we choose the text ourselves, in accordance with the stock of vocabulary students have. I cannot choose the problematic text while the students have a poor vocabulary. So the text accordance with the level of difficulty or the level of students' ability).

Furthermore YAR also stated the suitability of this method:

*“Metode ini sangat cocok. Karena dalam pembelajaran bahasa apalagi dalam teks narrative mereka mendapatkan kosakata baru yang dimana ketika di berikan gambar dari teks itu mempermudah peserta didik memahami bacaan yang diberikan. Karena di kelas 9 hanya ada 3 jenis teks, report, procedure, dengan narrative. Narrative paling lama dipahami karena kan selain panjang teksnya dan banyak menggunakan kosakata yang baru dan sulit, kalo procedure kan teksnya pendek report juga teksnya dalam bentuk information jadi lebih mudah...”<sup>47</sup>*

(Yes this method is very suitable. Because in language learning especially in narrative texts they get new vocabulary which when given a picture of the text makes it easier for students to understand the reading given. In ninth grade at MTs Negeri 1 there are three kind of text, report text, procedures text, and narrative text. In narrative is too difficult for the students to understand because in narrative the text is too long and used a lot of new vocabulary different with procedure text, the text just too short while report text just a information).

Also, she explained that in teaching reading comprehension besides narrative text. She usually used in the other subject:

*“selain teks narrative saya gunakan dalam teks procedure dengan pemantapan kosa kata vocabulary...”<sup>48</sup>*

(In teaching reading usually, I used the picture in text procedures for students vocabulary stabilization).

The last, YAR said that in this school the other teacher also used picture in teaching reading:

---

<sup>47</sup> Yunita Abdul Razak, English Teacher, Interview, MTs Negeri 1 Manado, 22 January, 2020.

<sup>48</sup> Yunita Abdul Razak, English Teacher, Interview, MTs Negeri 1 Manado, 22 January, 2020.

*“Pake gambar cuman terkendala dengan LCD karena kelas reguler. Tetapi biasanya juga menggunakan gambar dengan dicetak di kartu – kartu dijadikan kartu kata didalam pengajaran narrative. tetapi fokusnya ke kartu kata jadi pengembangan kosakatanya dari dalam teks narrative jadi kosakatanya dibuatkan kartu kata dengan ada gambarnya, karena mereka tidak memiliki LCD untuk ditayangkan jadi dibuatkan kartu...”<sup>49</sup>*

(yes, the other teacher used a picture in the teaching but she do that with printed out the picture make it like a picture card. The teacher printed out in the paper then she cut it out. Because in the regular class there is no LCD like in the taksifi class).

Based on the documentation, the researcher collected the lesson plan, photographs and teaching materials from the teacher for supporting the current data.

#### 1. Lesson Plan

##### Learning Objectives:

Students can deduce the intent of the text Narrative (The Fox and the Stork), and the students determine the linguistic features (use of past verb forms) of the text discussed.

##### Teaching steps :

For the Introduction, the teacher gave greetings to the students and asked one of the students to pray in front of the class. The teacher reviewed the previous learning. Third, The teacher gave brainstorming to enter into advanced learning.

Whilst activities, Students read the Narrative text ‘The Fox and the Stork.’ The students identify difficult vocabulary and write

---

<sup>49</sup> Yunita Abdul Razak, English Teacher, Interview, MTs Negeri 1 Manado, 22 January, 2020.

meaning using a dictionary. Then the teacher explained one of the language characteristics of the Narrative text (use of past verbs). Next, the teacher explained the contents of the reading by allowing students first to convey their interpretation. And then, the students write their conclusions on the text. The students rewrite the sentences in the text using past verbs.

Post activities, Students with the guidance of the teacher conclude the essence of the knowledge they got in learning, the teacher provides follow-up tasks in the form (project) to make a video that contains recordings of students in reading verbally / retelling the contents of the story of the text being discussed, and the teacher presents the material for the next meeting and close the learning activity by asked the student to pray in front of the class.

Assessment:

Attitude assessment (observation, attitude entry journal) and Knowledge assessment; finding meaning, writing, and English project (video).

## 2. Teaching Material

The Fox one day thought of a plan to amuse himself at the expense of the Stork, at whose odd appearance he was always laughing.

“You must come and dine with me today,” he said to the Stork, smiling to himself at the trick he was going to play. The Stork gladly

accepted the invitation and arrived in good time and with a very good appetite.

For dinner the Fox served soup. But it was set out in a very shallow dish, and all the Stork could do was to wet the very tip of his bill. Not a drop of soup could he get. But the Fox lapped it up easily, and, to increase the disappointment of the Stork, made a great show of enjoyment.

The hungry Stork was much displeased at the trick, but he was a calm, even-tempered fellow and saw no good in flying into a rage. Instead, not long afterward, he invited the Fox to dine with him in turn.

The Fox arrived promptly at the time that had been set, and the Stork served a fish dinner that had a very appetizing smell. But it was served in a tall jar with a very narrow neck. The Stork could easily get at the food with his long bill, but all the Fox could do was to lick the outside of the jar, and sniff at the delicious odor. And when the Fox lost his temper, the Stork said calmly:

Do not play tricks on your neighbors unless you can stand the same treatment yourself.

### **C. Discussion**

Based on the observation, the pictures in learning has been used at MTs Negeri 1 Manado. The picture was used in one semester, usually for speaking and reading skills. According to the teacher, as long as she taught at the school, she applied her teachings through pictures on reading comprehension, since 2003 until

now. From the KTSP curriculum to the 2013 curriculum revision, the picture did not depend on the curriculum but the needs of students. For example, the main subject is a narrative text. Then we choose the text ourselves followed the stock of vocabulary of students. So, when they have a lack of vocabulary, the pictures are useful.

The purpose of this method was to help the students in learning. The students can take more concentration if there is something that made them interested. Therefore, the picture is one of the media that can make students interested in learning. It could assist the students in catching the meaning from the text due to the imaginative pictures. The class also supported the method because of the facilitations available such as projector liquid crystal display (LCD) to display the picture. The learning more excited; it is made the material different rather than books.

In relation with studying narrative text, The teacher was more emphasized the pictures on orientation and complication as the generic structures. She said the reasons were about to help the students recognize and identify the character from the text. Then, to display the main problems, more specific when the problems began to emerge.

The teachers' divided the text into two texts. The first text was the golden cucumber for the introduction. The students were interested in the subject. It was shown in the learning process. They focused on listening to the teachers'

explanations. Then the teacher appointed several students to spell the new vocabulary from the text. When the teacher distributed the exercises to correct the structure of the text, some students confused about answering it. During the situation, the teacher has not used pictures.

The second text was *The Fox and The Stork*. The pictures applied in this situation. They were very excited about the picture because several students did not know about the story. The use of pictures in this teaching gave the students visualization about the content of the text. Then they felt interested and enthusiastic in studying narrative text because the pictures help them describe the events that occur in explained the events based on the generic structure. It is shown when they do the exercise. For some students, it is easy to do that because they had previous knowledge or was read the story in Bahasa Indonesia version or have seen the movie of the story.

In the classroom, the students interested in this method because they used to learn by using pictures in learning English, especially in learning to read, speak, and write. In the reading technique, they applied their technique like reading a text in Bahasa Indonesia, but they just applied the technique such scanning. They were used in daily life unconsciously because they did not understand about the technique.

Based on the research question, in general, the picture motivated the students to read. The picture also helped the students in the learning process. It

shows on the students' answer they stated that the pictures very useful. They were motivated to read the text. The picture helped them to describe the meaning. Then made them to more thinking and imagine the storyline. Their reading comprehension has improved it shown in the teacher assessment, where their score is above of KKM (Kriteria Ketuntasan Nilai) 76. Symonds said that pictures is made of a comprehensive study of imaginative processes in children.<sup>50</sup> In addition, Shores also said that the benefits of pictures could stimulate expression, develop understanding, add spice, and variety to the verbal lesson, and provided opportunities for individual or group study.<sup>51</sup>

However, there were problems faced by the students; those are:

1. The story of the text too unfamiliar.
2. They got difficulties thinking.
3. They did not understand the meaning of the text.
4. Some words were difficult to understand for the student.
5. Poor reading technique.

To sum up, not all students interested in reading it shows in the interview.

In general, the main problem faced by the students is they get bored.

---

<sup>50</sup> Symond. Percival M, *Genre Analysis*, (Cambridge: Cambridge University Press, 1999), p 10.

<sup>51</sup> Shores. Lois, *Instructional Material : An Introduction for Teacher*, (New York: The Roland Press Company, 1960), p 189.

The cause of difficulties obtained by students was less the vocabulary that impacted their comprehension. They only understood the broad outline of the text. They did not have a chance to read English text either at home or in the English lessons.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusions of the research and suggestion having discussed the research finding the researcher drew conclusions and offered suggestion..

#### A. Conclusion

Based on the findings and the discussion. The researcher concluded two conclusions to answer the research problems.

1. The benefit of teaching students reading comprehension through picture narrative text is similar with shores's theory that the picture stimulated the students to read the text, then there were the benefit from the observation :
  1. Motivated the students to read.
  2. Helped students in learning.
  3. Useful in teaching and learning process.
  4. Made students easily to the exercises.
  5. Improved students' standard completeness score which stated as KKM 76.
2. From the interview with the students and the teacher, the researcher found that there were problems of teaching reading comprehension through picture of narrative text who faced by the students. Such as the story of the text too unfamiliar; the students got difficulted thinking, they did not understand the meaning of the text, some words were difficult to understand

for them, and they have a poor reading technique. Therefore, the cause of difficulties obtained by students was less the vocabulary that impacted their comprehension.

## **B. Suggestion**

To remark the conclusion above, there is some suggestion that the researcher would like to deliver:

### **1. To the teachers**

The teacher must pay more attention to the difficulties that are owned by students because not all students have qualified in using vocabularies; there was a lack of vocabulary. The teacher should choose a story that matches the student's vocabulary. Also, the pictures can be applied in brainstorming before the full explanation. It encourages the students to understand the narrative text. The teacher can help the students to try guessing the meaning of vocabulary by giving a clue from the text.

### **2. Other Researcher**

There is a lot of technique in teaching student's reading comprehension. In addition, media is one of the technique. Then, there is picture as a media. Hopefully this research may contribute as early information to conduct further research.

## BIBLIOGRAPHY

- Alderson, J. C. 2000. *Assessing Reading*. New York: Cambridge University Press.
- Amalia, Melnik and John Merritt. 1972. *The Reading Curriculum*. London. The Open University Press
- Anderson, M. & Anderson, K. 2003b. *Text Types in English 3*. Macmillan Education Australia PTY LTD.
- Armbruster, B. B. 2000. *Put Reading First: Research Building Blocks for Teaching*. USA: National Institute for Literacy.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education, Inc.
- Brown, H. Douglas. 2003. *Language Assessment Principles and Classroom Practices*. California: Longman University Press.
- Cameron, L. 2005. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Cunningsworth, Alan. 1995. *Choosing Your Course Book*. Cambridge: Cambridge University Press.
- Darmadi, Hamid. 2014. *Metode Penelitian Pendidikan dan Sosial*. Bandung: Alfabeta Bandung.
- Denzin, N., & Lincoln, Y. 2005. *Handbook of qualitative research (3rd ed.)*. Thousand Oaks, CA: Sage.
- Diana, M. 2003. *Children's Literature: An Invitation to the World*. Boston: Pearson Education, Inc.
- Dr. M.F. Patel and M Jain. 2008. *English Language Teaching*. Jaipur: Sunrise Publisher & distributors.
- Finocchiaro, M and Bonomo M. 1973. *The Foreign Language Learner: A Guide for Teacher*. New York: Regents Publishing Company.
- Gerlach, S. V. 1980. *Teaching & Media a Systematic Approach*. London: PrenticeHall, Inc.
- Guthrie, J. T. 2008. *Engaging Adolescents In Reading*. London: Corwin Press.

Grellet, Françoise. 2010. *Developing Reading Skills*. Cambridge: Cambridge University Press.

Halliwell, S. 1993. *Teaching English in the Primary Classroom*. Essex: Longman Group UK Limited.

Hibbing, Anne Nielsen., and Joan L. Rankin-Erickson. 2003. *A picture is Worth a Thousand Words: Using Visual Images to Improve Comprehension for Middle School Struggling Readers*, *The Reading Teacher*, vol. 56, No. 8.

Kiefer, Barbara. 2009. *Charlotte Huck's Children's Literature*. New York: McGraw Hill.

Kruidenier, J. 2011. *Research-Based Principles for Adult Basic Education Reading Instruction*. USA: The National Institute for Literacy.

Kunzle, D. 1973. *The early comic strip*. Berkeley: University of California Press.

Liu, J. 2004. *Effects of comic strips on L2 learners' reading comprehension*. *TESOL Quarterly*.

Murcia, M. C., - Brinton Donna, - Snow M. A. 2001. *Teaching English as a Second or Foreign Language*. New York: Heinle & Heinle.

Rebecca, J. L. 2003. *A Critical Handbook of Children's Literature*. Massachusetts: Pearson Education, Inc.

Richard K. Wagner, Christopher Schatschneider, Caroline Phythian-Sence. 2009. *Beyond Decoding: The Behavioral and Biological Foundations of Reading Comprehension*. London: Guilford Press

Scott, W. A., & Ytreberg, L. H. 2000. *Teaching English to Children*. New York: Longman Group UK Ltd.

Setiyadi, B. 2006. *Metode penelitian untuk pengajaran bahasa asing*. Yogyakarta: Graha Ilmu.

Serravallo, J. S. 2010. *Teaching Reading in Small Groups*. USA: Heinemann.

Sharma, T. C. 2001. *Modern Methods of University College Teaching*. New Delhi: Sarup and Sons.

Sherman, R. & Wright, G. 1996. Orchestra. *Reading Improvement*.

Shores, Lois. 1960. *Instructional Material : An Introduction for Teacher*. New York: The Roland Press Company.

Spear, D. 2006. *Developing Critical Reading Skills*. New York: Mc Graw Hill.

Sudjana, N. and Rivai A. 2009. *Media Pengajaran*. Bandung: Sinar Baru Algesindo.

Walter, Tresa. 2004. *Teaching English Language Learners: How to Handbook*. New York: Longman.

Wright, G. & Sherman, R. 1994. What is black and white and read all over? The funnies! *Reading Improvement*.

Wright, A. 1989. *Pictures for Language Learning*. New York, Cambridge: Cambridge University Press

## **APPENDICES**

## **APPENDIX 1**

### **The Letters**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-10057 /In. 25 / F.II / TL.00.1 / 12 / 2019 Manado, 16 Desember 2019  
Lamp : -  
Hal : Permohonan Izin Penelitian

Kepada Yth :  
Kepala/Pimpinan MTs. Negeri I Manado  
Di Tempat

***Assalamu'alaikum Warahmatullahi Wabarakatuh***

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

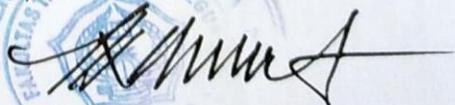
Nama : **Eka P. Monoarfa**  
N I M : 15.2.6.003  
Semester : IX (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"Picture Assisted Narrative Text In Improving Students Reading Comprehension"**. Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan Islam dengan Dosen Pembimbing :

1. **Ahmad Mustamir Waris, M.Pd**
2. **Fadlan Saini, M.Pd**

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Desember 2019 s.d. Februari 2020.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam  
Dekan,  
  
**Dr. Ardianto, M.Pd**  
NIP. 19760318 200604 1 003

Tembusan :  
1. Rektor IAIN Manado sebagai Laporan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KEMENTERIAN AGAMA KOTA MANADO**  
**MADRASAH TSANAWIYAH NEGERI 1 MANADO**  
Jl. Bailang Kec. Bunaken Telp./Fax (0431) 851772 Email: mtsnunggulan@gmail.com

**SURAT KETERANGAN**

Nomor: B 77 /Mts.23.01/PP.00.5/01/2020

Yang bertanda tangan dibawah ini :

Nama : H. Fadli Noh, S.Ag., M.Pd.I  
NIP. : 196810261990031002  
Jabatan : Kepala Madrasah

Menerangkan bahwa :

Nama : Eka Putra Monoarfa  
NIM : 15.2.6.003  
Semester : X(Sepuluh)  
Prodi : Tadris Bahasa Inggris (TBI)

adalah benar telah melakukan penelitian di Madrasah Tsanawiyah Negeri 1 Manado dalam rangka Penyusunan Skripsi guna memperoleh Gelar Sarjana Pendidikan Islam , dengan judul : “*Picture Assisted Narrative Text In Improving Reading Comprehension*”.,

Surat keterangan ini diberikan berdasarkan surat pengantar untuk mendapatkan studi lapangan/penelitian dengan nomor surat: B-8053/In.25/F.II/TL.00.1/11/2019 Perihal : Penelitian

Manado, 29 Januari 2020

**Kepala,**

H.Fadli Noh, S.Ag., M.Pd.I  
NIP. 19681026 199003 1 002

## **APPENDIX 2**

### **Field Notes**

## **The Field Notes**

**Data Collection Method** : **Observatioa**  
**Date** : **18 January 2020**  
**School** : **MTS Negeri 1 Manado**  
**Class** : **9 B**

---

### **Findings :**

1. All the students came on time.
2. The teacher prepared the class.
3. The called one student to turn on the projector.
4. The leaders' class recited the prayer before the lesson begins.
5. The teacher checked the attendance list of students.
6. The teacher reviewed the previous learning.
7. The teacher gave brainstorming to enter into advanced learning.
8. The teacher explained the Narrative Text.
9. All the students listened/pay attention when the teacher explained.
10. The students studied seriously.
11. The students felt enthusiastic about studying the narrative text.
12. The teacher used Golden Cucumber as an introduction of narrative text from the book.

13. Several students have a previous knowledge like a watch the video or read the story in Bahasa Indonesia.
14. The teacher gives an exercise.
15. The exercise is random in the general structure of the text.
16. The students used a dictionary to find out the meaning of words.
17. The teacher used pictures in the second story, "The Fox and The Stork."
18. The students asked a question based on the text.
19. The students enjoying studying narrative text by using picture
20. The students mention the confusing word.
21. The classroom is far from crowded.
22. The classroom is facilitated by what the teacher needed.

## **APPENDIX 3**

### **Transcript of Interview**

## TRANSCRIPT OF INTERVIEW

Informant : Yunita Abdul Razak, M.Pd

Date : 22 January 2020

Time : 09:20 AM

Place : Teachers Room

---

Researcher	Apakah metode ini sudah diterapkan di kelas?
Informant	<p>Metode ini sudah sering digunakan disini, dalam 1 semester biasanya reading dan speaking, jadi teks bacaan atau teks untuk menulis biasanya suka dipakai picture.</p> <p>(this method was used in here, in one semester usually for speaking and reading. So, we used picture in teks).</p>
Researcher	Kenapa menggunakan gambar dalam mengajar text narrative ? apa alasannya.
Informant	<p>Untuk meretriev pengetahuan yang mereka punya meretriev pengetahuan yang dimiliki siswa untuk bisa mengaktivasi pengetahuan mereka dicoba menggunakan gambar karena kan tujuan dari gambar ini lebih pada mengaktifkan pengetahuan siswa dan memudahkan mereka untuk memahami informasi dari teks narrative dengan diberikan gambar. Juga memudahkan siswa untuk memahami informasi dari sebuah teks bacaan ataupun memahami meaning dari kosakata, pemahaman in comprehending text ataupun in knowing the meaning of one word.</p> <p>(To retrieval the knowledge that students have. in order to be able to activate their knowledge, try to use pictures because the purpose of these pictures for enable the students' knowledge and make it easier for them to understand the</p>

	<p>information from the narrative text by giving pictures. because it makes it easy for students to understand information from a reading text or understand the meaning of vocabulary, understanding in comprehending text or in knowing the meaning of one word.)</p>
Researcher	<p>Sudah berapa lama penggunaan gambar ini dalam pembelajaran, apakah ini berangkat dari kurikulum ?</p>
Informant	<p>sepanjang saya mengajar saya sudah banyak menggunakan picture, saya sudah mengajar sejak 2003. dari kurikulum sebelumnya KTSP juga saya sudah banyak menggunakan picture setelah kurikulum 2013 juga menggunakan picture jadi aplikasinya tidak berdasarkan kurikulum per kurikulum tetapi pada kemudahan siswa menangkap materi jadi ketika itu mudah kepada siswa yaa saya gunakan.</p> <p>(I have used pictures many times during my teaching, I have been teaching since 2003 from the previous curriculum (KTSP) to the curriculum 2013 revised (now) I have used picture a lot of times in teaching, so the use of pictures is not based on the curriculum per curriculum but on the ease of how students catch the material so when it is easy for students I use it.</p>
Researcher	<p>Dalam pembelajaran teks narrative ada yang namanya general struktur, gambar yang di gunakan lebih ditekankan pada bagian apa ?</p>
Informant	<p>complication nya, pada series of complication jadi sudah mulai problem muncul, problem satu supaya lebih memudahkan mereka biasa ditampilkan gambar biasa juga pada introduction pengenalan cerita karakter kan bisa juga kita pake gambar, karakter ini, ini gambarnya jadi anak anak lebih mudah menebak ohh dari gambar sifatnya bagaimana dengan memunculkan karakter dengan bentuk gambar siswa lebih memahami sifat dari karakter jadi di introduction iya di complication juga iya. Depe plotnya pada waktu problem</p>

	<p>muncul memperkenalkan masalah, naik turun masalah jadi semacam story board, gambar berantai begitu.</p> <p>(I usually used the picture in Complication and Introduction or Orientation because in Complication the problems begin to emerge so to make them understand easier about the problems the picture required here. Then in Introduction or Orientation to help the students recognize the character. So the students can identified this character is like this the another character is like that.)</p>
Researcher	Dalam pembuatan RPP apakah materinya berdasarkan sylabus?
Informant	<p>ya sesuai, misalkan materi pokok Narative tetapi text nya bisa kita pilihkan, sesuai dengan stok vocabulary kan tidak bisa stok vucabularya sedikit kemudian kita pilihkan text yang rumit kan depe level of difficulty tergantung dari kemampuan siswa. Jadi teksnya dipikirkan sesuai tingkat kesulitan atau tingkat kemampuan anak- anak.</p> <p>(yes, the subject based on the sylabus, for the example the main subject is narrative text but we choose the text ourselves, in accordance with the stock of vocabulary students have. I am cannot choose the difficult text while the students have a poor vocabulary. So the text accordance with the level of difficult or the level of students ability.</p>
Researcher	Apakah Anda setuju bahwa metode ini dapat meningkatkan pemahaman membaca siswa? Jelaskan alasannya.
Informant	<p>Iya, membantu siswa lebih cepat memahami karena adanya bantuan gambar.</p> <p>(yes it helps the students understand faster because of the help of images)</p>
Researcher	Apa pendapat Anda tentang kemampuan pemahaman membaca siswa?

Informant	<p>Bagus karena penguasaan kosakata mereka sudah cukup banyak jadi ketika penguasaan kosakatanya banyak memahami teksnya baik, kebetulan di kelas saya rata-rata anak-anaknya pemahaman kosakatanya cukup banyak jadi ketika memberikan reading teks lebih cepat paham.</p> <p>(I think the students have a good comprehend because their mastery of vocabulary is quite a lot so when the students mastering many vocabulary they can understand the text well, coincidentally in my class, the students average understands the vocabulary quite a lot so when giving reading texts is more quickly understand)</p>
Researcher	<p>Apa yang lebih lebih ditekankan dalam pemahaman membaca siswa?</p>
Informant	<p>Vocab yang paling utama dalam reading text karena bagaimana they understand the text without know link the vocabulary jadi tau vocab harus banyak dulu baru bisa memahami reading teksnya, grammar kan itu urusan belakangan yang penting vocabnya sudah bisa, they will know they will comprehend the teks jadi ee, unreaching vocabulary. Jadi sebelum teks diberikan diberi dulu vocab penting yang guru percaya ohh ini anak belum pernah tau ini vocab jadi diperkenalkan dulu vocabnya, vocab yang ada dalam teks disertai gambar supaya lebih tambah mudah.</p> <p>(Vocabulary is very important in reading text because how the students understand the text without know link the vocabulary so the students must have a lot of vocabulary then the students can understand the reading text. The grammar is latter, when they have a lot of vocabulary, they will know, they will comprehend the text. So before the teacher give the text, the teacher gives the important word that in accordance with the teacher is the difficult word).</p>
Researcher	<p>Metode apa yang biasanya Anda gunakan saat mengajar teks naratif?</p>

Informant	<p>Selain picture pakai video, video yang seperti tayangan misalkan kalo ada fable atau folktale dicarikan videonya kemudian diputarkan kepada siswa dan saya juga biasanya menggunakan web quest tapi pembelajarannya dikomputer pakai jaringan.</p> <p>(I used video besides using pictures, videos that are like shows, for example, if there is a fable or folktale, the video is then played to students and I also usually use a web quest but the learning is computerized using a network)</p>
Researcher	Apakah metode ini cocok untuk pengajaran dan pembelajaran Narrative text ? Jelaskan alasannya
Informant	<p>Metode ini sangat cocok. Karena dalam pembelajaran bahasa apalagi dalam teks narrative mereka mendapatkan kosakata baru yang dimana ketika di berikan gambar dari teks itu mempermudah peserta didik memahami bacaan yang diberikan. Karena di kelas 9 hanya ada 3 jenis teks, report, procedure, dengan narrative. Narrative paling lama dipahami karena kan selain panjang teksnya dan banyak menggunakan kosakata yang baru dan sulit, kalo procedure kan teksnya pendek report juga teksnya dalam bentuk information jadi lebih mudah.</p> <p>(Yes this method is very suitable. Because in language learning especially in narrative texts they get new vocabulary which when given a picture of the text makes it easier for students to understand the reading given. In ninth grade at MTs Negeri 1 there are three kind of text, report text, procedures text, and narrative text. In narrative is too difficult for the students to understand because in narrative the text is too long and used a lot of new vocabulary different with procedure text, the text just too short while report text just a information)</p>
Researcher	Dalam pembelajaran reading selain teks narrative gambar biasa di gunakan pada pembahasan apa saja ?

Informant	<p>selain teks narrative saya gunakan dalam teks procedure dengan pemantapan kosa kata vocabulary.</p> <p>(In teaching reading usually I used picture in text procedures for students vocabulary stabilization).</p>
Researcher	Apakah guru lain juga menggunakan gambar ?
Informant	<p>Pake gambar cuman terkendala dengan LCD karena kelas reguler. Tetapi biasanya juga menggunakan gambar dengan dicetak di kartu – kartu dijadikan kartu kata didalam pengajaran narrative. tetapi fokusnya ke kartu kata jadi pengembangan kosakatanya dari dalam teks narrative jadi kosakatanya dibuatkan kartu kata dengan ada gambarnya, karena mereka tidak memiliki LCD untuk ditayangkan jadi dibuatkan kartu. (yes, the other tacher used a picture in the teaching but she do that with printed out the picture make it like a picture card. The teacher printed out in the paper then she cut it out. Because in the regular class there is no LCD like in the taksifi class).</p>

## TRANSCRIPT OF INTERVIEW

Informant : Rahmat Taufikurahman  
Date : 18 January 2020  
Time : 10:20 AM – 12:00 PM  
Place : 9B's Class

---

Researcher	Apakah kamu suka membaca?
Informant	Nda terlalu. (not really)
Researcher	Apakah kamu suka gambar?
Informant	Suka. (i like it)
Researcher	Gambar seperti apa yang anda sukai?
Informant	Aksi (Action Picture) and Dongeng (Legend)
Researcher	Apakah gambar memotivasi kamu untuk membaca?
Informant	Iyo karna kita nda talalu suka membaca. (yes i like it, because i don't really like reading)
Researcher	Kesulitan apa yang sering kamu dapatkan dalam teks naratif?
Informant	Alur teks yang ta acak (The structure of the text is random)
Researcher	Menurut kamu, apakah gambar berguna dalam teks naratif?
Informant	Sangat berguna (yes it is very useful)

Researcher	Bisakah belajar menggunakan gambar membantu pemahaman membacamu dalam teks naratif ? mengapa ?
Informant	Sangat membantu, karna kalo cuman teks sulit untuk mo pahami depe alur (it really helps me. Because it is hard for me to understand the storyline if it is just a text)
Researcher	Apakah kamu merasa lebih mudah untuk meningkatkan pemahaman membaca dengan adanya gambar ?
Informant	Iya kita rasa begitu karna kalo ada gambar lebe mudah mo pahami (yes i feel like that. Because, picture help me to understand.
Researcher	Bagaimana kamu menerapkan teknik membaca dalam membaca teks naratif dengan adanya gambar? Apakah itu membantu Anda?
Informant	Nyanda mangarti kak, nyanda talalu suka ba baca kw. (I did not know, because I do not like to read)

## TRANSCRIPT OF INTERVIEW

Informant : Regina Mohamad

Date : 18 January 2020

Time : 10:20 AM – 12:00 PM

Place : 9B's Class

---

Researcher	Apakah kamu suka membaca?
Informant	Suka, sama dengan novel begitu. (i like it, like a novel)
Researcher	Apakah kamu suka gambar?
Informant	Iya suka (yes, i like it)
Researcher	Gambar seperti apa yang anda sukai?
Informant	Cerita-cerita. (Story)
Researcher	Apakah gambar memotivasi kamu untuk membaca?
Informant	Iya memotivasi (yes, it is motivated)
Researcher	Kesulitan apa yang sering kamu dapatkan dalam teks naratif?
Informant	Banya kata-kata yang kita nda mangarti. (there are some words that I do not know)
Researcher	Menurut kamu, apakah gambar berguna dalam teks naratif?
Informant	Sangat berguna (it is very usefull)

Researcher	Bisakah belajar menggunakan gambar membantu pemahaman membacamu dalam teks naratif ? mengapa ?
Informant	Iya bahkan sangat membantu karna ada bagian-bagian yang bulum mangarti. Tapi, pas pe lia gambar iko mangarti. (yes, even it is very helpful because there is a part that I do not understand. But when i see the picture I do understand)
Researcher	Apakah kamu merasa lebih mudah untuk meningkatkan pemahaman membaca dengan adanya gambar ?
Informant	Iyo memudahkan skali (Yes, make it easy)
Researcher	Bagaimana kamu menerapkan teknik membaca dalam membaca teks naratif dengan adanya gambar? Apakah itu membantu Anda?
Informant	Tergantung depe kata atau kalimat kak, kalo dpe kata kita tau no capat mo ba cari kak, io membantu sx kak pas mo ba jawab klo mo dapa tunjung. (Depend on the sentences or the word. If the word were familiar, it would smooth. Yes it is helpful when we were going to answer if the teacher appoints us).

## TRANSCRIPT OF INTERVIEW

Informant : Muhammad Khalil Syawie  
Date : 18 January 2020  
Time : 10:20 AM – 12:00 PM  
Place : 9B's Class

---

Researcher	Apakah kamu suka membaca?
Informant	Suka sih kalo untuk bahasa Inggris karna untuk menambah kosa kata baru. (for English class i like it. Because, it helps me to gain new vocabulary)
Researcher	Apakah kamu suka gambar?
Informant	Suka (i like it)
Researcher	Gambar seperti apa yang anda sukai?
Informant	Hewan-hewan (Animals)
Researcher	Apakah gambar memotivasi kamu untuk membaca?
Informant	Memotivasi (yes motivated)
Researcher	Kesulitan apa yang sering kamu dapatkan dalam teks naratif?
Informant	Ada kata-kata yang kurang di mengerti. (there are some word that difficult to understand)
Researcher	Menurut kamu, apakah gambar berguna dalam teks naratif?

Informant	Iya berguna untuk memahami jalan cerita (yes, it is usefull to understand the storyline)
Researcher	Bisakah belajar menggunakan gambar membantu pemahaman membacamu dalam teks naratif ? mengapa ?
Informant	Sangat membantu karna seringkali berbedea mo dipahami kalo Cuma teks sasaja dengan ada gambar. (it is very helpfull. Because, it's different if just a text)
Researcher	Apakah kamu merasa lebih mudah untuk meningkatkan pemahaman membaca dengan adanya gambar ?
Informant	Iya saya merasa sangat memudahkan dalam meningkatkan pemahaman saya dalam membaca. (yes, i feel it is easier to improve my comprehend in reading)
Researcher	Bagaimana kamu menerapkan teknik membaca dalam membaca teks naratif dengan adanya gambar? Apakah itu membantu Anda?
Informant	Tergantung depe isi teks kak, kalo depe kata-kata qt mangarti no capat mo dapa, io kak sangat membantu skali. (Depend the text to applied, if I know the word it is fast to founded. Yes it is Helpful).

## TRANSCRIPT OF INTERVIEW

Informant : Abdul Aziz Awad

Date : 18 January 2020

Time : 10:20 AM – 12:00 PM

Place : 9B's Class

---

Researcher	Apakah kamu suka membaca?
Informant	Suka. (i like it)
Researcher	Apakah kamu suka gambar?
Informant	Suka (i like it)
Researcher	Gambar seperti apa yang anda sukai?
Informant	Yang mengandung cerita. (story)
Researcher	Apakah gambar memotivasi kamu untuk membaca?
Informant	Iya memotivasi (yes, it motivated)
Researcher	Kesulitan apa yang sering kamu dapatkan dalam teks naratif?
Informant	Pengejaan dan kosakata yang kurang (to spell the word and less vocabulary)
Researcher	Menurut kamu, apakah gambar berguna dalam teks naratif?
Informant	Sangat berguna (very useful)

Researcher	Bisakah belajar menggunakan gambar membantu pemahaman membacamu dalam teks naratif ? mengapa ?
Informant	Sangat membantu, Karena kalo cuma diceritakan agak sulit untuk digambarkan tapi kalo ada depe gambar lebih mudah untuk dipahami. (verry helpful. Because, if just a text it's difficult to describe but the presence of picture is easier to understand)
Researcher	Apakah kamu merasa lebih mudah untuk meningkatkan pemahaman membaca dengan adanya gambar ?
Informant	Ya sangat mempermudah. (yes it is)
Researcher	Bagaimana kamu menerapkan teknik membaca dalam membaca teks naratif dengan adanya gambar? Apakah itu membantu Anda?
Informant	Stenga mati, kalo dia pe teks Bahasa Indonesia no gampang sih, io membantu kak. (It is difficult to applied in Engglish, Yes it is helpful).

## TRANSCRIPTT OF INTERVIEW

Informant : Sahna Putri Wahid

Date : 18 January 2020

Time : 10:20 AM – 12:00 PM

Place : 9B's Class

---

Researcher	Apakah kamu suka membaca?
Informant	Ya. Karena membaca adalah jendela dunia kak (yes brother because read is window of the world)
Researcher	Apakah kamu suka gambar?
Informant	Suka. (i like it)
Researcher	Gambar seperti apa yang anda sukai?
Informant	Komik dan cerita. (Comic and story)
Researcher	Apakah gambar memotivasi kamu untuk membaca?
Informant	Iya karna lebih tertarik membaca dengan adanya gambar. (motivated and it interested me to read)
Researcher	Kesulitan apa yang sering kamu dapatkan dalam teks naratif?
Informant	Memahami unsur cerita dan arti. (to understand the meaning the text)
Researcher	Menurut kamu, apakah gambar berguna dalam teks naratif?

Informant	Sangat berguna untuk memahami alur cerita. (very useful to understand the storyline)
Researcher	Bisakah belajar menggunakan gambar membantu pemahaman membacamu dalam teks naratif ? mengapa ?
Informant	Bisa, soalnya torang lebih bisa berfikir dan lebih mudah membayangkan. (yes it can help, because it is make us more thinking and more easier to imagine)
Researcher	Apakah kamu merasa lebih mudah untuk meningkatkan pemahaman membaca dengan adanya gambar ?
Informant	Ya memudahkan sekali. (yes it is)
Researcher	Bagaimana kamu menerapkan teknik membaca dalam membaca teks naratif dengan adanya gambar? Apakah itu membantu Anda?
Informant	Agak susah kalo dibahasa Inggris kak karna banya kata yang baru ja dapa kecuali Bahasa Indonesia baru lebe gampang. Iya kak membantu skali kalo pas mo cari depe kata yang maam dasuru. (It is difficult to applied in English because too many confused word except in Bahasa Indonesia, it will easilly to applied. Yes very helpful to found the word when the teacher command to find some word)

## TRANSCRIPT OF INTERVIEW

Informant : Ahmad Fajar Syawal  
Date : 18 January 2020  
Time : 10:20 AM – 12:00 PM  
Place : 9B's Class

---

Researcher	Apakah kamu suka membaca?
Informant	Ya. (yes)
Researcher	Apakah kamu suka gambar?
Informant	Suka. (i like it)
Researcher	Gambar seperti apa yang anda sukai?
Informant	Komik. (comic)
Researcher	Apakah gambar memotivasi kamu untuk membaca?
Informant	Ya sedikit. (a little bit)
Researcher	Kesulitan apa yang sering kamu dapatkan dalam teks naratif?
Informant	Tidak ada (nothing)
Researcher	Menurut kamu, apakah gambar berguna dalam teks naratif?
Informant	Berguna. (it is useful)

Researcher	Bisakah belajar menggunakan gambar membantu pemahaman membacamu dalam teks naratif ? mengapa ?
Informant	Ya, karena memberi gambaran apa yang diceritakan dalam teks. (Yes, because it describe what was in the text)
Researcher	Apakah kamu merasa lebih mudah untuk meningkatkan pemahaman membaca dengan adanya gambar ?
Informant	Iya (yes it is)
Researcher	Bagaimana kamu menerapkan teknik membaca dalam membaca teks naratif dengan adanya gambar? Apakah itu membantu Anda?
Informant	sangat membantu karna pas mem suru cari satu kata yang kurang di mengerti bisa cpt dapa. Tapi tergantung lagi dpe kata no kak. (Depend on the text, it is helpful because when the teacher command to find some word we can found it fast).

## TRANSCRIPT OF INTERVIEW

Informant : Aji Febrian  
Date : 18 January 2020  
Time : 10:20 AM – 12:00 PM  
Place : 9B's Class

---

Researcher	Apakah kamu suka membaca?
Informant	Iyo suka membaca. (yes, I like to read)
Researcher	Apakah kamu suka gambar?
Informant	Suka. (i like it)
Researcher	Gambar seperti apa yang anda sukai?
Informant	Cerita. (story)
Researcher	Apakah gambar memotivasi kamu untuk membaca?
Informant	Ya memotivasi. (yes, motivated)
Researcher	Kesulitan apa yang sering kamu dapatkan dalam teks naratif?
Informant	Tidak ada. (nothing)
Researcher	Menurut kamu, apakah gambar berguna dalam teks naratif?
Informant	Berguna. (it is useful)

Researcher	Bisakah belajar menggunakan gambar membantu pemahaman membacamu dalam teks naratif ? mengapa ?
Informant	Iya karena lewat gambar torang bisa memahami lebih apa yang dimaksud. (yes, because with picture we can more understand what the text mean)
Researcher	Apakah kamu merasa lebih mudah untuk meningkatkan pemahaman membaca dengan adanya gambar ?
Informant	Iya (yes)
Researcher	Bagaimana kamu menerapkan teknik membaca dalam membaca teks naratif dengan adanya gambar? Apakah itu membantu Anda?
Informant	Sama dengan biasa klo ba baca di buku Bahasa Indonesia no kak, io membantu skali pas mo cari kata yang penting. (the way same as to read in Bahasa Indonesia, it is helpful).

## TRANSCRIPT OF INTERVIEW

Informant : Salman Jacob  
Date : 18 January 2020  
Time : 10:20 AM – 12:00 PM  
Place : 9B's Class

---

Researcher	Apakah kamu suka membaca?
Informant	Tidak terlalu suka. (do not really like)
Researcher	Apakah kamu suka gambar?
Informant	Tidak terlalu. (not too)
Researcher	Gambar seperti apa yang anda sukai?
Informant	Pahlawan. (hero)
Researcher	Apakah gambar memotivasi kamu untuk membaca?
Informant	Memotivasi. (motivated)
Researcher	Kesulitan apa yang sering kamu dapatkan dalam teks naratif?
Informant	Susah untuk berfikir. (Dificult to thinking)
Researcher	Menurut kamu, apakah gambar berguna dalam teks naratif?
Informant	Iya berguna (yes useful)

Researcher	Bisakah belajar menggunakan gambar membantu pemahaman membacamu dalam teks naratif ? mengapa ?
Informant	Sangat membantu, contohnya gambar yang belum ada teks disitu langsung terbayang untuk membacanya. (very helpful. For example, picture that does not have text, i was immediately interested to read it)
Researcher	Apakah kamu merasa lebih mudah untuk meningkatkan pemahaman membaca dengan adanya gambar ?
Informant	Insha Allah (insha Allah)
Researcher	Bagaimana kamu menerapkan teknik membaca dalam membaca teks naratif dengan adanya gambar? Apakah itu membantu Anda?
Informant	Nda tau kak. (I do not know how to applied).

## TRANSCRIPT OF INTERVIEW

Informant : Naila Mada  
Date : 18 January 2020  
Time : 10:20 AM – 12:00 PM  
Place : 9B's Class

---

Researcher	Apakah kamu suka membaca?
Informant	Nyanda kak karna capat ja bosan (no brother because it can make bored)
Researcher	Apakah kamu suka gambar?
Informant	Suka. (i like it)
Researcher	Gambar seperti apa yang anda sukai?
Informant	Cerita. (story)
Researcher	Apakah gambar memotivasi kamu untuk membaca?
Informant	Iya soalnya kayak lebih asik dengan ada gambar nda bekeng bosan. (yes because it is more fun with picture and not make bored)
Researcher	Kesulitan apa yang sering kamu dapatkan dalam teks naratif?
Informant	Kosakata (vocabulary)
Researcher	Menurut kamu, apakah gambar berguna dalam teks naratif?
Informant	Berguna. (useful)

Researcher	Bisakah belajar menggunakan gambar membantu pemahaman membacamu dalam teks naratif ? mengapa ?
Informant	Iya karena lebih bisa memahami isi teks. (yes because it can be better to understand the text)
Researcher	Apakah kamu merasa lebih mudah untuk meningkatkan pemahaman membaca dengan adanya gambar ?
Informant	Memudahkan. (yes it is)
Researcher	Bagaimana kamu menerapkan teknik membaca dalam membaca teks naratif dengan adanya gambar? Apakah itu membantu Anda?
Informant	Nyanda suka membaca kak jadi nda tau dpe teknik bagitu. (I do not know about the technique because I do not like to read).

## TRANSCRIPT OF INTERVIEW

Informant : Reifzky Nauval Hardinansyah

Date : 18 January 2020

Time : 10:20 AM – 12:00 PM

Place : 9B's Class

---

Researcher	Apakah kamu suka membaca?
Informant	Tidak. (no)
Researcher	Apakah kamu suka gambar?
Informant	Suka. (i like it)
Researcher	Gambar seperti apa yang anda sukai?
Informant	Hewan. (animal)
Researcher	Apakah gambar memotivasi kamu untuk membaca?
Informant	Iya apalagi kalo cerita tentang hewan dengan alam (yes, especially when it comes to stories of animals and nature)
Researcher	Kesulitan apa yang sering kamu dapatkan dalam teks naratif?
Informant	Memahami alur cerita. (understand the story line)
Researcher	Menurut kamu, apakah gambar berguna dalam teks naratif?
Informant	Ya berguna. (yes useful)

Researcher	Bisakah belajar menggunakan gambar membantu pemahaman membacamu dalam teks naratif ? mengapa ?
Informant	Ya, karena stenga mati skali mo mangarti depe susunan kalo Cuma teks to' (yes because, too difficult to understand the storyline if jus a teks)
Researcher	Apakah kamu merasa lebih mudah untuk meningkatkan pemahaman membaca dengan adanya gambar ?
Informant	Ya sangat memudahkan (yes very easier)
Researcher	Bagaimana kamu menerapkan teknik membaca dalam membaca teks naratif dengan adanya gambar? Apakah itu membantu Anda?
Informant	Ndak suka membaca kak. (I do not like to reading).

## **APPENDIX 4**

### **Letter of Interview**

## LETTER OF INTERVIEW

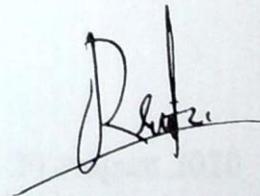
Name : Reizky H. Hardiansyah

Position : Students at class IX

Declaring hereby that the participant has been interviewed regarding the thesis  
"teaching students reading comprehension through picture of narative text."

Thus the letter is to be used properly

Informant



**LETTER OF INTERVIEW**

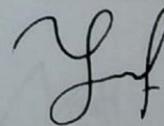
**Name** : Yurita Abdul Razak, M.Pd

**Position** : English Teacher at MTs Hegeri 1 Manado

Declaring hereby that the participant has been interviewed regarding the thesis  
"teaching students reading comprehension through picture of narative text."

Thus the letter is to be used properly

Informant



## LETTER OF INTERVIEW

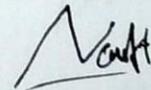
Name : Hanna Mada Pratista

Position : Students At Class IX

Declaring hereby that the participant has been interviewed regarding the thesis  
"teaching students reading comprehension through picture of narative text."

Thus the letter is to be used properly

Informant



## LETTER OF INTERVIEW

Name : Rahmat T. Bidjuri

Position : Students at Class IX

Declaring hereby that the participant has been interviewed regarding the thesis  
"teaching students reading comprehension through picture of narrative text."

Thus the letter is to be used properly

Informant



**LETTER OF INTERVIEW**

Name : Ahmad Fauzan Syurad

Position : Students at class IX

Declaring hereby that the participant has been interviewed regarding the thesis  
"teaching students reading comprehension through picture of narative text."

Thus the letter is to be used properly

Informant



## LETTER OF INTERVIEW

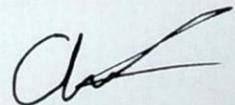
**Name** : Abdul Aziz Awad

**Position** : Students at class IX

Declaring hereby that the participant has been interviewed regarding the thesis  
"teaching students reading comprehension through picture of narative text."

Thus the letter is to be used properly

Informant



LETTER OF INTERVIEW

Name : Muhammad Khalil Syawie

Position : Students at class IX

Declaring hereby that the participant has been interviewed regarding the thesis  
"teaching students reading comprehension through picture of narative text."

Thus the letter is to be used properly

Informant

M. Khalil

## LETTER OF INTERVIEW

Name : Regina Anurika Muhammad

Position : Students at Class IX

Declaring hereby that the participant has been interviewed regarding the thesis  
"teaching students reading comprehension through picture of narative text."

Thus the letter is to be used properly

Informant



## LETTER OF INTERVIEW

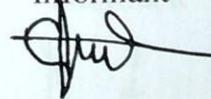
Name : M. Salmun A. Jacob

Position : Students at Class IX

Declaring hereby that the participant has been interviewed regarding the thesis  
"teaching students reading comprehension through picture of narative text."

Thus the letter is to be used properly

Informant



LETTER OF INTERVIEW

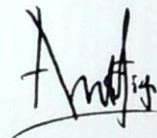
Name : Adi Febrian

Position : Students at Class IX

Declaring hereby that the participant has been interviewed regarding the thesis  
"teaching students reading comprehension through picture of narative text."

Thus the letter is to be used properly

Informant



## LETTER OF INTERVIEW

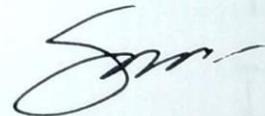
Name : Sahna Perri Wahid

Position : Students at Class IX

Declaring hereby that the participant has been interviewed regarding the thesis  
"teaching students reading comprehension through picture of narative text."

Thus the letter is to be used properly

Informant



## **APPENDIX 5**

### **Interview Sheet**

## **INTERVIEW SHEET**

### **Questions for Students**

1. Do you like Reading?
2. Do you like the picture?
3. What kind of Picture do you like?
4. Does the picture motivate you to Read?
5. What difficulties you often get in Reading Narrative Text?
6. In your opinion, is Picture useful in Reading Narrative Text?
7. Can learning through pictures help your Reading Comprehension? Why?
8. Do you find it easier to Improve Reading Comprehension by Picture?
9. How do you apply your techniques in reading the narrative text through picture?  
Does it help you?

### **Questions for Teacher**

1. Has this method ever been applied in class?
2. Why use pictures in teaching narrative text? What is the reason?
3. How long have these picture been used in learning, does this depart from the curriculum?
4. In learning narrative texts, there is such a thing as a generic structure, which part is the picture more emphasized?
5. In making the lesson plan, is the material based on the syllabus?

6. Do you agree that this method can improve students' reading comprehension?  
Explain the reason.
7. What is your opinion about the ability of students' reading comprehension?
8. What is more emphasized in students' reading comprehension?
9. What a method usually do you use when teaching narrative text?
10. Is the method suitable for teaching and learning Narrative text? Explain the reason
11. In teaching reading, besides narrative text. What pictures are often used in the discussion?
12. Do other teachers also use pictures?

## **APPENDIX 6**

### **STUDENTS LEARNING RESULTS**

## Students Learning Results

PENILAIAN KD Narrative Text					
<b>KELAS : IX B (TAKSIFI)</b>		<b>KKM</b>	<b>: 76</b>		
NO	N A M A	P	K	Ketuntasan	
1	ABDUL AZIS AWAD	88	87	TUNTAS	
2	AHMAD FAJAR SYAWAL	96	97	TUNTAS	
3	AJI FEBRIAN	93	94	TUNTAS	
4	ALIFAH SUHANI	89	89	TUNTAS	
5	ASRIKA PUTRI ADITIYAS	86	86	TUNTAS	
6	INDAH DWI RETNANI	80	80	TUNTAS	
7	M. KHALIL SYAME	96	97	TUNTAS	
8	MOHAMAD RAYAN A P SYAFIA	80	81	TUNTAS	
9	MOHAMMAD LUTFI MUBAROK	86	87	TUNTAS	
10	MUH. SAIFULLAH SAMI	86	87	TUNTAS	
11	MUH. SALMAN JACOB	95	95	TUNTAS	
12	MUHAMAD RIFAI	84	85	TUNTAS	
13	MUHAMMAD CAESAR MUMPUNI	96	97	TUNTAS	
14	MUHAMMAD FAUZAN MAULIDIN	82	81	TUNTAS	
15	NABILA AURADIFA SULAIMAN	88	88	TUNTAS	
16	NADIRA ZETIRA WAKID	95	96	TUNTAS	
17	NAILAH MADA PRATISTA	88	88	TUNTAS	
18	NASYILA AWALIYAH ADAM	95	96	TUNTAS	
19	RAHMAT T BIDJUNI	89	90	TUNTAS	
20	REGINA ANANTA MOHAMAD	96	97	TUNTAS	
21	REIFZKY N HARDINANSYAH	92	93	TUNTAS	
22	RISKA AMALIA SANGO	81	81	TUNTAS	
23	SAHNA PUTRI WAHID	95	96	TUNTAS	
24	SITI NUR AIDA M NANI	89	90	TUNTAS	
25	TANIA NAYLA ALI	87	88	TUNTAS	
26	WAFIK NURAZIJAH HASAN	87	88	TUNTAS	
27	YUTHIKA HADIS	87	88	TUNTAS	
28	ZUHRA DJABLI	86	87	TUNTAS	

## **APPENDIX 7**

### **Lesson Plan (RPP)**

---

## RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah	: MTs Negeri 1 Manado
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/Genap
Materi Pokok	: <i>Narrative Text (The Fox and the Stork)</i>
Alokasi Waktu	: 2 x 40 menit

### Tujuan Pembelajaran

- ❖ Peserta didik dapat menyimpulkan maksud dari teks *Narrative (The Fox and the Stork)*
- ❖ Peserta didik menentukan linguistic feature (use of past verb forms) dari teks yang dibahas.

### Langkah-langkah Pembelajaran

#### PENDAHULUAN

- ❖ Guru menyapa peserta didik, dan berdoa dipimpin oleh satu orang peserta didik.
- ❖ Guru mereviu pembelajaran sebelumnya.
- ❖ Guru memberi brainstorming, untuk masuk ke pembelajaran lanjutan.

#### KEGIATAN INTI

- ❖ Peserta didik membaca teks Narrative 'The Fox and the Stork'
- ❖ Peserta didik mengidentifikasi kosakata yang sulit dan menuliskan makna dengan menggunakan kamus.
- ❖ Guru menjelaskan salah satu ciri Bahasa dari teks Narrative (penggunaan kata kerja lampau)
- ❖ Guru menjelaskan isi bacaan dengan memberikan kesempatan kepada peserta didik terlebih dahulu menyampaikan penafsiran mereka.
- ❖ Peserta didik menuliskan kesimpulan mereka atas teks yang dibahas.
- ❖ Peserta didik menuliskan kembali kalimat-kalimat yang ada dalam teks yang menggunakan kata kerja lampau.

#### KEGIATAN PENUTUP

- ❖ Peserta didik dengan bimbingan guru menyimpulkan intisari pengetahuan yang mereka dapatkan dalam pembelajaran.
- ❖ Guru memberikan tugas lanjutan dalam bentuk (project) untuk membuat video yang berisi rekaman peserta didik dalam membacakan secara lisan/ menceritakan kembali isi cerita dari teks yang dibahas.
- ❖ Guru menyampaikan materi untuk pertemuan selanjutnya, dan menutup dengan pembacaan do'a yang dipimpin oleh salah satu peserta didik.

Penilaian

- ❖ Penilaian sikap (observasi, jurnal isian sikap)
- ❖ Penilaian pengetahuan :
  - ✓ Finding Meaning
  - ✓ Writing
  - ✓ English Project (Video)

Manado, 21 Januari 2020  
Guru Mata Pelajaran



**Abdul Razak, M.Pd**

NIP 19800603 200501 2 009

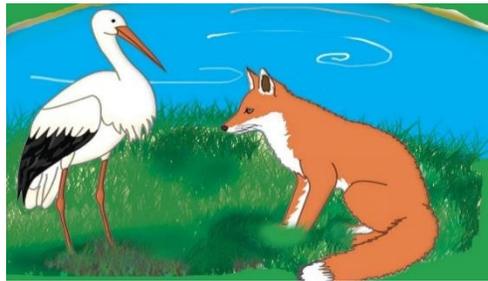
## **APPENDIX 8**

### **Teaching Material**

## TEACHING MATERIAL

### The Fox and The Stork

The Fox one day thought of a plan to amuse himself at the expense of the Stork, at whose odd appearance he was always laughing.



“You must come and dine with me today,” he said to the Stork, smiling to himself at the trick he was going to play. The Stork gladly accepted the invitation and arrived in good time and with a very good appetite.

For dinner the Fox served soup. But it was set out in a very shallow dish, and all the Stork could do was to wet the very tip of his bill. Not a drop of soup could he get. But the Fox lapped it up easily, and, to increase the disappointment of the Stork, made a great show of enjoyment.



The hungry Stork was much displeased at the trick, but he was a calm, even-tempered fellow and saw no good in flying into a rage. Instead, not long afterward, he invited the Fox to dine with him in turn.



The Fox arrived promptly at the time that had been set, and the Stork served a fish dinner that had a very appetizing smell. But it was served in a tall jar with a very narrow neck. The Stork could easily get at the food with his long bill, but all the Fox could do was to lick the outside of the jar, and sniff at the delicious odor. And when the Fox lost his temper, the Stork said calmly:

Do not play tricks on your neighbors unless you can stand the same treatment yourself.

### **Assignment 1**

Find out some difficult words in each paragraph, classify them then write their meanings!

### **Assignment 2**

Write a summary about the Fox and the Stork by arranging these sentences.

### **Assignment 3**

Random Sentences.

- The stork invited the fox to a dinner in turn.
- The Stork could not eat the dinner.
- One day, the Fox thought of a trick to play on the Stork.
- He served a soup in a shallow dish.
- The Fox got mad.
- The Fox invited the Stork to dinner.
- He served a fish in a tall jar.
- The Fox could not eat the dinner.

## **APPENDIX 9**

### **Documentation**

## DOCUMENTATION



Teaching Process



Teaching Process



Teaching Process



The Interview Process With Students



The Interview Process With Students



The Interview Process With Students



The Interview Process With Students



The Interview Process With Students



The Interview Process With Students



The Interview Process With Students



The Interview Process With Students



The Interview Process With Students



The Interview Process With Students



Interview Process With The English Teacher



Interview Process With The English Teacher

## RESEARCHER BIOGRAPHY



Name : Eka Putra Monoarfa

Place and Date of Birth : Kotabunan, 29 Juli 1996

Adress : Jl Kol. Soegiono. Lingk I. RT/RW 001/001 Kel. Kotobangon, Kec. Kotamobagu Timur, Kota Kotamobagu

Phone Number : 085256668138

e-mail : [ekhaputracoc@gmail.com](mailto:ekhaputracoc@gmail.com)

Parents' Name

Father : Sugiartono Monoarfa

Mother : Rahmi Mokoagow

Educational Background

Elementari School : SDN 1 Kotobangon (2002-2008)

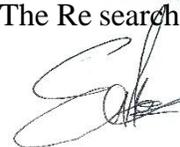
Junior High School : SMP N 3 Kotamobagu (2008-2011)

Senior High School : SMK TI Cokroaminoto Kotamobagu (2011-2014)

Organizational Experience : Chairman 4 of Fields of Data and Information PMII Rayon Tarbiyah

Commissariat Secretary PMII Komisariat IAIN Manado 2018-2019

Manado, 20 August 2020  
The Re searcher,



Eka Putra Monoarfa