THE USE PICTURE AND PICTURE TEACHING METHOD IN READING COMPREHENSION NARRATIVE TEXT CLASS VIII SMP SWASTA DARUL ISTIQOMAH ACADEMIC YEAR 2022/2023

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ABSTRACT

This study deals with the use picture and picture teaching method in reading comprehension narrative text class VIII SMP Swasta Darul Istiqomah Academic Year 2022/2023. Its objective is to find out whether the use picture and picture teaching method has a significance effect in reading comprehension narrative text. Population used in this study of class VIII were 49 and samples used in this study were 49 students. The method used in this study is an experimental method with a one group as pretest and posttest design .This study was carried on using quantitate method. The data was analysed by using t-test.The researcher found the pretest mean = 54,49 , deviation standard = 6,14 and experienced an increase in the posttest mean = 77,75 deviation standart = 3,53. From this analysis, writer found that guided picture and picture method has significane in teaching reading comprehension narrative text. It can be proved by the result of the analysis showed that "t_o" observed about 23,03 was higher than "ttable" about 2,011 with the level significance is 0,05% it implies that the teacher of English should use picture and picture method teaching reading comprehension narrative text so that the teaching and learning process can be successful.

Key word : picture and picture method, reading comprehension, narrative text

Background Of The Research

English is one of the important lessons in the world of education in Indonesia. Learning English, one of which needs to be learned is how we can communicate properly using English. English in junior high school is a necessity that must be learned. The 2013 curriculum applies student competencies by authentically assessing and having standards for students' affective, knowledge and psychomotor competencies.

According Fitriani (2018:741) Reading is one of four skills taught in teaching English besides listening, speaking and writing. Reading has a lot of benefits for language learners such as reading for certain information, in this case they are reading to learn certain material, or they are reading just for fun. Harmer (2012:183) states that reading provides students a good model for English writing, an opportunity to study vocabulary, grammar, punctuations, and also gives a real illustration on how to construct sentences, paragraphs, or a passage.

According Idris (2019:294) in order to understand the meaning of the text, students should have reading comprehension. But reading English becomes complicated for EFL students because English is not their mother tongue, so most of them still find difficulties in reading comprehension.

One of the reading materials that taught in the junior high school is narrative text. Narrative text is the most interesting text to learn compare with others, since the text's purpose is to amuse the reader. Especially share and entertain the factual experiences with dissimilar method. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Based on observations and interviews conducted at Darul Istiqomah Private Junior High School, narrative text is the most complicated text faced by students. The students faced several problems when comprehending the narrative text. One of the problem is the lack of students' vocabulary mastering which make students difficult to understand the meaning of the text, moreover simple past tense are used in narrative text and must be find moral value of narrative text that makes narrative text more difficult for students. To overcome this problem, there is one teaching technique/strategy for students, namely using the picture and picture method which can help improve the ability to in English.

Picture and picture learning model is a learning model that utilizes images (or other visual products) as learning media, this model is similar to non-examples, which requires students to pair and sort several pictures in a logical order (Suprijono in Huda 2014:236).

Based on the research background, the researcher formulates the research problem as follows: how is the use picture and picture method in reading comprehension narrative text class VIII SMP Swasta Darul Istiqomah Academic Year 2022/2023?

The purpose of this research was to find out how the use picture and picture method in reading comprehension narrative text class VIII SMP Swasta Darul Istiqomah Academic Year 2022/2023.

Reading Comprehension as Language Skill

For general, Grabe (2012:17) reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. According to Pamela J. Farris (2014:234) reading comprehension is a skill that enables us in getting a message from a text. The essence of reading is a transaction, between the words of an author and the mind of a reader, during which a meaning is constructed. Reading comprehension refers to reading with understanding. Understanding written text means extracting information from it as efficiently as possible.

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

Definition of Narrative Text

According Mark (2018:3) the narrative is a text that tells a story and, in doing so, entertains the audience. The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener.

According Chatman (2013:23) the narrative text has four basic elements as follows:

(1) Character, character is the single most important element in the narrative text. It describes physical of the character such as age, weight, height, even personality traits including the strength and weaknesses.

(2) Settings, settings are what author writes to describe where and when the story takes place. Including location (where) and period (when) of the story whether the story tells a readers among realistic, historical fiction or fantasy.

(3) Plot, this element includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses.

(4) Conclusion, the writer ends up the story by summarizing and telling the solution of the problem in the story.

From the definition above, it can be concluded that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers.

Definition of picture and picture

According to Aris Soimin (2017:122) picture and picture is a learning method using pictures and paired or sorted into a logical sequence. This learning model relies on images which are the main factor in the learning process. Therefore, either in the form of cards or charts in large sizes.

According to Agus Krisno (2016:119) Definition of picture and picture learning method is a learning method that uses pictures and is paired/sorted into a logical sequence. This learning method relies on images as a medium in the learning process. These pictures become the main factor in the learning process. So that before the learning process the teacher has prepared an image that will be displayed either in the form of a card or in the form of a large chart.

Picture and Picture (PP) Method Learning Steps

1. Describing 3-dimensional devices, drawing 3-dimensional objects.
2. The teacher provides introductory material before the activity.
3. The teacher provides pictures that will be used (related to the material).
4. The teacher appoints students in turn to sort or pair the existing pictures.
5. The teacher asks questions about the reasons for students in determining the order of pictures.
6. Develop materials and instill material concepts and give assignments (Huda, M 2013).

Research Methodology

This type of research based on the approach is a quantitative research. According to Sutama (2016: 43) quantitative research is closely related to social survey techniques including structured interviews and structured questionnaires, experiments, structured observations, content analysis, formal statistical analysis. According to Sialen (2018: 18) revealed "quantitative research, namely quantitative methodology as a research procedure that produces data in the form of numbers and is generally analyzed using descriptive or inferential statistics".

Population

The definition of population according to Nanang Martono (2015:370) is that the population is the entire object or subject that is in an area and fulfills certain conditions

related to the research problem. According to Morissan (2012: 19), the population is a collection of subjects, variables, concepts, or phenomena. We can examine each member of the population to determine the nature of the population in question.

Table 3.1.2. Population

CLASS	POPULATION
VIII A	26 Students
VIII B	23 Students
TOTAL POPULATION	49 Students

Source: Curriculum Representative

The population in this study was the total number of students in the eighth class of Darul Istiqomah Private Middle School Academic Year 2022/2024, namely 49 students.

Samples

According to Silaen (2018: 87) "The sample is part of the population taken in certain ways to measure or observe its characteristics".

Based on this explanation, the population was more than 30 students, so the researcher chose one class to be the sample. The researcher chose class VIII A as the sample in this study, as many as 49 students.

Table 3.1.2. Sample

CLASS	SAMPLE
VIII A	26 Students
VIII B	23 Students
TOTAL SAMPLE	49 Students

Finding

The research is quantitative research with categorized as a type of pre-experimental study with a model approach to pre-test post-test design is: One group of experiments. The data is taking by giving pretest and posttest in table 4.1 as following:

Table 4.1. **The score of Pre Test (X_1) and Post Test (X_2) At Class VIII SMP Swasta Darul Iatiqomah**

NO.	NAME OF STUDENTS	CLASS	PRE-TEST	POST-TEST
1	ASA	VIII	50	**80**
2	AP	VIII	60	**90**

3	ANP	VIII	40	70
4	AM	VIII	50	70
5	AS	VIII	60	80
6	DA	VIII	60	80
7	DS	VIII	50	80
8	EAM	VIII	60	80
9	FN	VIII	50	80
10	FZ	VIII	60	90
11	KMPD	VIII	50	80
12	KA	VIII	50	80
13	KAS	VIII	50	80
14	LS	VIII	50	80
15	MFM	VIII	60	80
16	MR	VIII	60	90
17	NZ	VIII	40	70
18	NRZ	VIII	60	80
19	OA	VIII	60	80
20	PRA	VIII	60	80
21	RAI	VIII	50	70
22	SF	VIII	50	70
23	TAS	VIII	60	80
24	TH	VIII	60	80
25	ZN	VIII	60	80
26	ZL	VIII	60	80
27	AD	VIII	40	70
28	AR	VIII	60	80
29	AA	VIII	60	80
30	ANP	VIII	60	80
31	AL	VIII	50	70
32	AK	VIII	50	80
33	BZ	VIII	50	70
34	BN	VIII	60	70
35	DA	VIII	60	80
36	FM	VIII	60	70
37	FI	VIII	60	80
38	IS	VIII	60	80
39	IH	VIII	50	80
40	KA	VIII	50	70
41	LM	VIII	50	80
42	LP	VIII	50	70
43	MS	VIII	50	70
44	MY	VIII	50	80
45	MA	VIII	50	70
46	MAW	VIII	50	70
47	RS	VIII	60	80
48	RMA	VIII	60	90
49	RR	VIII	60	80
TOTAL SCORES			**2670**	**3810**
MEAN			**54,49**	**77,75**

The data in table 4.1 showed that the highest score of the pretest given at class VII = 60 and the lowest score = 40 whereas the highest score on post test = 90 and the lowest = 70.

Scores :

85 – 100 : excellent

75 – 84 : good

60 – 69 : fair

40 – 59 : poor

0– 39 : very poor

Table 4.2 The Different of Means of Pre Test and the Post Test Descriptive Statistics

Koding	N	Mean	Std. Deviation	Std. error
Students' Score Pre Test	49	54,49	6,14	0,87
Students' Score Post Test	49	77,75	3,53	0,51

The table showed that the mean score before and after the using picture and picture on students' ability to reading comprehension narrative text. In pretest, the mean on pre test = 54,49 while in post test = 77,75.

Discussion

This section presents the discussion of data analysis. The results are :

1. The researcher found that the mean of students' score on pre test = 54,49 and the standard deviation = 6,14. The highest score = 60 and the lowest score = 40;.

2. The researcher found that the mean of students' score on post test = 77,75 and the standard deviation = 3,53. The highest score = 90 and the lowest score = 70.

3. The data from pre test and post test was calculated by using t test, it was found that $t_{observation}$ = 23,03 and finding t_{table} of level α 5% with df = n-1, df =49-1 = 28 = 2,011. The result showed that There is any the use picture and picture in teaching reading comprehension narrative text class VIII SMP Swasta Darul Istiqomah Academic Year 2022/2023.

Conclution

Based on the data analysis and the discussions, the researcher took the conclusion as follows :

The minimum completeness criteria of English Lesson at SMP Swasta Darul Istiqomah = 70. The mean score of students test on pre test = 54,49. The mean score on posttest improved become = 77,75 and it reached the minimum completeness criteria score. There were 23,26 point the difference between pre test to the post test score. The calculation of data by using t test and found the $t_{observation}$ = 23,03 then compared it with t_{table} = 2,011 of level alpha = 5%. It meant that $t_{observation}$ was higher than t_{table} = 23,03 > 2,011. So, the researcher concluded that there were improvement the use picture and picture in teaching reading comprehension narrative text class VII SMP Swasta Darul Istiqomah Academic Year 2022/2023.and the hypothesis in this research was received.

Suggestion

In relation to the conclusion above, suggestions are put forward as follow:

Teachers need to further provide reading comprehension narrative to students and more creative use of model or new methods. Students must be more active in learning reading comprehension narrative text and should bring a dictionary

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