

# **THE USE OF PICTURE STORY IN TEACHING READING COMPREHENSION TO THE FIFTH GRADE STUDENTS OF SDN 034 SAMARINDA**

## **PENGGUNAAN CERITA BERGAMBAR DALAM PENGAJARAN PEMAHAMAN MEMBACA KEPADA SISWA KELAS LIMA SDN 034 SAMARINDA**

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### **Abstrak**

Tulisan ini membahas permasalahan siswa dalam pengajaran pemahaman membaca di sekolah dasar. Salah satunya adalah kebanyakan siswa tidak tertarik dengan aktivitas membaca karena materi yang tidak menarik. Oleh karena itu, peneliti ingin memberikan pelajaran menarik untuk mendukung proses belajar. Peneliti menggunakan cerita bergambar sebagai bahan ajar dalam mengajarkan pemahaman membaca. Tujuan penelitian ini adalah untuk mengetahui perbedaan signifikan pemahaman membaca siswa yang diajarkan dengan menggunakan dan tanpa menggunakan cerita bergambar. Penelitian difokuskan pada siswa kelas lima SDN 034 Samarinda. Penelitian ini menggunakan teori model atas ke bawah. Penelitian ini menggunakan metode eksperimental yang membandingkan dua sampel data, yaitu eksperimental grup (siswa yang diajarkan dengan cerita bergambar) dan kontrol grup (siswa yang diajarkan tanpa menggunakan cerita bergambar). Hasil penelitian ini menunjukkan bahwa pengajaran pemahaman membaca menggunakan cerita bergambar lebih signifikan dari pada tanpa menggunakan cerita bergambar.

**Kata kunci:** pemahaman membaca, cerita bergambar, siswa kelas lima SD

### **Abstract**

*This paper dealt with students' problem in the teaching of reading comprehension in elementary school as there were many factors involved. One of those factors was that most of the students were not interested in reading activity because they often found uninteresting materials. Therefore, the researcher wanted to give an interesting lesson in order to make the students more enthusiastic in the learning process. The researcher used picture story as a teaching aid in teaching reading comprehension. The purpose of this study was to know whether there were significant differences in students' reading comprehension using and without using picture story. The study focused on fifth grade students of SDN 034 Samarinda. It applied Top-Down Reading Model Theory. The design of this study was an experimental design that examined the differences of two sets of data, the experimental group (students who are taught using picture story) and the control group (students who are taught without using picture story). The result of the study revealed that there were significant differences between teaching reading comprehension with and without using picture story.*

**Keywords:** reading comprehension, picture story, fifth grade students

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\*) Naskah masuk: 31 Oktober 2016. Penyunting: Evi Melila Sari, S,S.... Suntingan I: 10 April 2017. Suntingan II: 20 April 2017

## INTRODUCTION

There are four skills that have to be mastered by English learners, namely reading, listening, speaking, and writing. Among those skills, reading receives a special focus. Most of foreign language students consider reading as one of their most important goals that should be mastered. However, it is not easy to acquire reading skill for students in elementary school as there are many factors involved. One of those is that most of them are not interested in reading activity because they often find it uninteresting. Therefore, it is considered important to present interesting reading materials for the students in order to attract their attention and make them love reading.

English teachers need new strategies or method in teaching reading so that they can stimulate and increase the students' love of reading, for instance, by using a media like picture story. This is suitable for young learners like students of elementary school because at their age, they usually like picture.

Based on the explanation above, the researcher will use picture story to increase the students' reading comprehension. In this study, the researcher is going to find out whether picture story can be used as a new strategy for reading activity in order to increase the students' reading comprehension and make them more interested in the process of learning English.

## REVIEW OF RELATED LITERATURE

### Concept of Picture Story

Lubis in Bonneff (2001:99) states that a picture story is a media of communication which gives good education for children and adult. Sudjana and Ahmad (2002:64) explains that picture story is a media, which contains of utterances about characters. It also uses pictures to help understanding an object on the story.

From the definition above the researcher concludes that picture story is a media of communication, which contains of utterances about characters. It uses pictures to help understanding an object on the story which gives good insight for children and adults.

### Pictures in Children Story

According to the psychologists, the development of characteristics of elementary school students is different from teenagers or adults. Because of that, reading materials that are used should correspond to children's characteristics. The reading materials for elementary school students are applied in order to train reading fluency, to increase reading interest, to develop knowledge, and to increase imagination and creativity. In teaching reading for elementary school students, picture has an important role. Subana (2009:322--323) explains the benefits of picture in teaching process as follows.

1. Make student interested in learning
2. Simplify students' understanding.
3. Explain abstract things easier.
4. Give clear explanation of the important parts

### The Characteristic of Children Story

According Sumardi in Yusuf (2006:12) children story should give positive effect and education to children's life. Furthermore, Kurniawan in Yusuf (2006:12) explains characteristic of children story as follows.

1. Tales for children should refer to children's thought that can be understood easily.
2. The characters in the children story should be limited. The characters can be human beings and may be animals illustrated as humans.
3. The setting also may not be too complex.
4. The plot is created interestingly, easy to understand so it can carry children

in happy, sad, afraid, and angry situation.

### **Concept of Reading**

Hornby (1995:968) describes that reading is the way in which something is interpreted or understood. Beside that Pearson (2008:838) explains that reading is the activity of looking at and understanding written words. Based on the definition above it can be concluded that reading is the activity of looking at and interpret in understanding written words.

Reading is not a single but a complex process. Jawardi in Yusuf (2006:24) defines the process of reading into two models. They are bottom-up model and Top-down model.

#### a. bottom-up model

The processing is eyes look-identified and sound out-word organized-words allocated to grammatical class and sentence structure-sentence give meaning leads to think. This model reflects certain approaches teaching reading in which the sequence of instruction is intended to reflect the assumed sequence of processing from letters to sound, to word, to sentence and finally to meaning and to thinking.

#### b. Top-down model

The processing is eyes look-thinking and prediction about the meaning-check the meaning-look at words-if still uncertain, study letter back to meaning predictions. This model includes thinking and meaning at early stage, and the processing sequence proceeds from prediction about meaning to attention of progressively smaller units.

### **Concept of Comprehension**

Before knowing what reading comprehension is all about, it is better to know some definitions of comprehension. Taufik in Yusuf (2006:36) states that comprehension as

the act of understanding the meaning of printed or spoken language.

While Pearson (2008:202) defines comprehension is the ability to understand something or knowledge about something.

From those definitions above, it can be concluded that comprehension is the ability to understand the meaning of printed or spoken language in depth, while reading is an activity to understand the content area of the text.

### **Concept of Reading Comprehension**

According to Grellet in Marian (2009: 12), reading comprehension is understanding a written text means extracting the required information, to grasp or to understand the meaning of printed or spoken languages as efficiently as possible.

The process of reading comprehension is complex involving many related skills. According to Griese in Ayu (2005), she divides reading comprehension skills areas to the following categories.

1. Identification of specific ideas and their meanings.
2. Discovering the organization of these ideas.
3. Intenses reaction—both emotional and inteletual—to these ideas and their relationship.

## **METHODS**

### **Research Design**

The design of this study was an experimental design that examined the difference between two sets of data. Arikunto in Noor-rachmi (2010: 24) stated that experimental was a way to look for causality among two factors which intended to be generated by researcher, by eliminating or reducing the other factors which could disturb the research. It was always conducted in order to see the effect of a certain treatment.

The researcher divided the sample into two groups, which were experimental group and control group. The treatment of using picture story would be given to experimental group, while control group would not use any picture story.

Based on the explanation above, the researcher conducted three procedures.

First, the researcher gives pre-test to the sample of this study. Second, the researcher conducts teaching reading comprehension using picture story. Third, the researcher gives post-test to the sample of this study after treatment using picture story.

### Population and Sample

Arikunto (2010:173) stated that population was something which referred to all of specified groups of subjects. The population in this study was 70 fifth graders of SDN 034 Samarinda in 2010/2011 academic year. They were in two classes, namely group A and group B. To determine the experimental group and control group, the researcher used simple random sampling method. Then, the researcher chose group A as the experimental group (picture story) and group B as the control group (without picture story). Each group comprised of 35 students.

## FINDING OF THE STUDY AND DISCUSSION

### Findings of the study

This study used experimental design, which aimed to see the students' different achievement on reading comprehension using picture story and without using picture story. The results of this study were the students' pre-test and post-test scores. The findings were presented to describe the result of analysis on the operation of product Moment Formula and the hypothesis testing.

### Result of pre-test

As previously explained, the main aim of conducting the pre-test was to know

whether the two groups had relatively equal reading score or not. It was the basic step before continuing to the next steps. If they did not have relatively the same reading scores, the next steps would not have been done.

After doing the pre-test, the researcher founded that from the experimental group, 15 students got good score (B), 15 students got fair score (C), and five students got poor score (D). The highest score was 77.50 and the lowest was 52.50. Whereas, in control group, 12 students got good score (B), 15 students got fair score (C), and eighth students got poor score (D). The highest score was 77.50 and the lowest was 37.50.

From the table above, the researcher calculated the mean score of experimental group on pre-test as follows.

$N = \text{Total number of the students} = 35$

$\Sigma X = \text{Sum score in distribution for experimental group} = 2190$

Then, the data above were consulted to the mean score formula for experimental group as follows.

$$\begin{aligned} M &= \frac{\Sigma x}{N} \\ &= \frac{2190}{35} \\ &= 62.57142 \text{ rounded off } \mathbf{62.57} \end{aligned}$$

Based on the calculation above, the mean score for experimental group on pre-test was 62.57.

The researcher calculated the mean score of control group on pre-test as follows.

$N = \text{Total number of the students} = 35$

$\Sigma X = \text{Sum score in distribution for control group} = 2145$

Then, the data above were consulted to the mean score formula for control group as follows:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{2145}{35} \\
 &= 61.2857 \text{ rounded off } \mathbf{61.28}
 \end{aligned}$$

Based on the calculation above, the mean score for control group on pre-test was 61.28.

### The Result of Post-test

The post-test was given to the students after all of the activities in the treatments were done. It was conducted on Monday, 12<sup>th</sup> March 2011 at 8.25 am for experimental group and at 7.15am for control group. The post-test items were similar to the test items in the pre-test. The aim of the post-test was to find out whether or not there was an improvement after they were treated using pictures story.

After the post-test, the researcher found that nine students got excellent score (A), 9 students got good score (B), and 17 students got fair score (C). The highest score was 90 and the lowest was 55. Whereas, in control group only 1 student got excellent score (A), 11 students got good score (B), and 13 students got fair score (C). On the other side, 10 students had poor score (D).

From the table above, the researcher calculated the mean score of group A (students with picture story) as follows.

N = Total number of the students = 35  
 "Xa = Sum score in Distribution for Group A = 2427.5

Then, the data above were consulted to the mean score formula for Group A as follows.

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{2427.5}{35} \\
 &= 69.357 \text{ rounded off } \mathbf{69.35}
 \end{aligned}$$

Based on the calculating above, the mean score for group A was 69.35.

The researcher calculated the mean score of group B (students without picture story).

N = Total number of the students = 35

"Xa = Sum score in Distribution for Group B = 2177.5

Then, the data above were consulted to the mean score formula for Group B as follows.

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{2177.5}{35} \\
 &= 62.214 \text{ rounded off } \mathbf{62.21}
 \end{aligned}$$

Based on the calculating above, the mean score for group B was 62.21.

### Data Analysis

The result of the pre-test between experimental group and control group was equal while the result of the post-test showed that experimental group got higher score than the control group. Group A as the experimental group got the treatment using picture story and group B as control group got the treatment without using picture story. The researcher analyzed the data using t-test. It was used to see the significant difference between mean score of group A and group B. After calculating the post-test score of the experimental group and control group, the researcher found that the score for square deviation of group A was 4704.2 and the score for square deviation of group B was 3184.5.

In order to know whether the difference was significant or not, the researcher analyzed the data by using t-test as follows.

Ma = (mean of group A)  
 = 69.35

Mb = (mean of group B)  
 = 62.21

$$\begin{aligned}
N_a &= (\text{number of students in group A}) \\
&= 35 \\
N_b &= (\text{number of students in group B}) \\
&= 35 \\
X_a^2 &= (\text{square deviation of group A}) \\
&= 4704.2 \\
X_b^2 &= (\text{square deviation of group B}) \\
&= 3184.5
\end{aligned}$$

The researcher filled the above sum into the t-test formula as follows.

$$\begin{aligned}
t &= \frac{M_a - M_b}{\sqrt{\left\{ \frac{\sum x_a^2 + \sum x_b^2}{N_a + N_b - 2} \right\} \left\{ \frac{1}{N_a} + \frac{1}{N_b} \right\}}} \\
&= \frac{69.35 - 62.21}{\sqrt{\left\{ \frac{4704.2 + 3184.5}{35 + 35 - 2} \right\} \left\{ \frac{1}{35} + \frac{1}{35} \right\}}} \\
&= \frac{69.35 - 62.21}{\sqrt{\left\{ \frac{7888.7}{68} \right\} \left\{ \frac{2}{35} \right\}}} \\
&= \frac{7.14}{\sqrt{\{116.01\}\{0.05\}}} \\
&= \frac{7.14}{2.4083} \\
&= 2.9647 \\
t &= 2.9647 \text{ (rounded off)}
\end{aligned}$$

On the pre-test, the data showed that the mean score of the experimental group was 62.57 and the mean score of control group was 61.28. It could be concluded that the mean scores of the two groups were not significantly different. In other words, they had relatively the same reading mastery.

Then on the post-test, the mean score of the experimental group was 69.35 and the mean score of the control group was 62.21. It showed that the mean scores of two groups were significantly different. In other words, teaching reading comprehension using picture story gave significantly better result.

## Data Interpretation

Based on the result of the study, the pre-test mean score of the experimental group was 62.57 while the control group was 61.28. By looking at the mean scores of both experimental and control groups on the pre-test, it can be concluded that the mean scores of two groups were not significantly different. In other words, they had relatively the same reading mastery.

On the post-test, the mean score of the experimental group after the treatment given was 69.35. There were 9 students or 25.71% got excellent score (A), 9 students or 25.71% got good score (B), and 17 students or 48.58% got fair score (C). The highest score was 90 and the lowest score was 55. The post-test mean score was higher than the pre-test mean score. It meant that teaching reading using picture story gave significant difference although not all of the students could get higher score. Then, for the control group, the mean score after the treatment given was 62.21. It was higher than before, but it did not show any significant difference. Based on the table of control group students' score, one student or 2.86% got excellent score (A), 11 students or 31.43% got good score (B), 13 students 37.14% got fair score (C), and 10 students or 28.57% had poor score (D).

By looking at the different mean scores of the experimental group and control group, the researcher concluded that teaching reading using picture story (experimental group) gave a better result than teaching reading without using picture story (control group). The result of t-test formulation was 2.96, while t-table with degree of freedom (df) = (Na+Nb-2 or 35+35-2 = 68) at the level of significant at 5% was 2.00. The result of the t-test was  $t_c > t_t$  (2.96 > 2.00). The Null Hypothesis was rejected and the Alternative Hypothesis was accepted. It meant that there was

significant difference in teaching reading using picture story and without using picture story.

Based on the explanation above, the researcher drew a conclusion that there was significant difference between teaching reading using and without using picture story to the fifth grade students of SDN 034 Samarinda. The students who were taught using picture story got higher score than those who were taught without using picture story.

## Discussion

As stated previously, the main aim of conducting this research was to know whether there was significant difference in teaching reading using and without using picture story to the fifth grade students of SDN 034 Samarinda.

In this study, the researcher made the tests by himself and used *Lingusitics Readers 5B Book* as a source book. This book is used by SD Islam Terpadu Cordova as a teaching material for the fifth grade students. There were 50 questions and each had 4 alternative answers or options.

To get a good test, the researcher applied a try out test before the test was given to the sample students of this research. The researcher gave the test to 10 fifth grade students of SDN 007 Samarinda who were not selected as sample on February 7<sup>th</sup> 2011. There were 50 questions in the try out.

After conducting the try out test, the researcher analyzed those items based on Degree of Difficulty (DD), Discriminating Power (DP), Validity, and Reliability, then the findings showed that 40 items were qualified. There were: 1, 3, 4, 6, 8, 9, 10, 12, 13, 14, 15, 16, 18, 20, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 36, 37, 38, 39, 40, 42, 43, 44, 45, 46, 47, 48, 49, 50.

At the beginning of the research, the researcher conducted the pre-test. The

purpose of this test was to check the students' ability whether both group had equal ability or not. For experimental group, the pre-test was on Monday, February 14<sup>th</sup> at 7.15 am and the post-test was on Monday, March 12<sup>th</sup> at 8.25 am. Then for control group, the pre-test was on Thursday, February 14<sup>th</sup> at 9.00 am and the post-test was on Monday, March 12<sup>th</sup> at 7.15am. There were 70 students attended the pre-test and the post test, 35 students from the experimental group and 35 students from the control group. They had to answer 40 questions.

The findings of the study showed that both experimental and control groups had different mean scores, both on the pre-test and on the post-test. Because the significance value of the difference between the mean scores of the two groups on the pre-test was higher than the level of significant, it means that the difference was not significant and the two groups had relatively the same reading comprehension skill. There was possibility that the cause was the same methods and techniques used in teaching English for the students of both groups during teaching and learning process before the pre-test was given.

After the six meetings of treatment ended, the students were given the same post-test. The post-test result showed that the significance value of the difference between the mean scores of the two groups was lower than the level of significant. It means that there was significant difference of reading comprehension skill between the students on the fifth grade of SDN 034 Samarinda who were taught using and without using picture story.

Based on the result of this study, this research had proved that using picture story as the instructional media in teaching reading made the post-test result of the students in the experimental group better than in the control group.

To support the result of this study, the researcher reviewed the result of scientific studies which were relevant to this study. There were some findings of the study showed that teaching using picture as instructional media conducted by Syamsirani (2009) who study "The Effect of Using Picture in Developing Speaking Ability of the First Grade Student SMP N 9 Samarinda 2009/2010" indicated that there was a significant effect of using picture in developing students' speaking ability.

In addition, Dewi (2009) studied about "The Effect of Using Picture to Vocabulary Achievement of The Fifth Grade Student of SDN 018 Samarinda in the Academic years 2009/2010". In her research, it was concluded that using picture in teaching English vocabulary gave better result than without using picture.

Based on the results of this research, the use of picture story as the instructional media for teaching reading comprehension to the students of fifth grade brought a good output. Based on the researcher's personal observation, the students enjoyed the lesson given and were interested in learning reading comprehension. Using picture story was an impressive process for the students. When they were given the post-test, they could easily remember the words they found during the treatment so that they got better score.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the description of the data analysis, the researcher would like to conclude the following results.

1. The pre-test mean score of group A (students who are taught using picture story) was 62.57 and the post-test mean score was 69.35.
2. The pre-test mean score of group B (students who are taught without using

picture story) was 61.28 and the post-test mean score was 62.21.

3. Teaching reading comprehension with picture story was more successful than teaching reading comprehension without picture story to the fifth grade students of SDN 034 Samarinda. It could be seen from the value of t-computation that was higher than the value of t-table or  $2.96 > 2.00$ . It meant that the alternative Hypothesis ( $H_a$ ) was accepted and Null Hypothesis was rejected. It indicated that there were significant differences between teaching reading comprehension with and without picture story to the fifth grade students of SDN 034 Samarinda.

### Suggestions

Based on the result of the study, the researcher proposes some suggestions as follows.

1. The researcher suggests that teachers should be creative to present interesting material in reading activity. Teacher can improve students' reading skill by using picture story in their teaching. In addition, using pictures about children's life which express about ideal life, like goodness, badness, or children's daily activity will create more interesting classroom atmosphere for the students.
2. This research was held in six meetings. The next researcher who wants to conduct a similar research should add more meetings for his/her research. By this way, picture story will give more benefits to students by simplifying their understanding about texts and improving their reading comprehension.

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