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PICTURE SERIES AS MEANS TO IMPROVE READING ABILITY OF FRESHMEN AT ENGLISH DEPARTMENT STKIP PGRI BANGKALAN By: Ihwan Firmansyah    Abstrac: Reading is a complex cognitive process of decoding symbols for the purpose of deriving meaning (reading comprehension) and constructing meaning. It means that learning reading is significant because it has an aim to understand the meaning of what is read. The researcher should make students interested in the material given because the first semester students of English Department of STKIP PGRI Bangkalan have problem to understand the contents of what is read. Based on the observation, the use of picture series was able to increase students' skill of reading narrative text.

And students could comprehend the narrative text easily. Besides that, it will contribute in making teaching learning of reading more relax, enjoyable, the good response and can avoid from boredom. Third, other researcher, It is suggested to give useful to the next researcher in develop their study especially the using of picture series in teaching reading.

Key words: Picture series, Reading, Narrative text, Improve

INTRODUCTION The process of reading involves both the acquisition of the meaning intended by the writer and the readers' own contribution in the form of interpretation, evaluation, and reflection about the meaning. Reading has a lot of meanings based on the scientist or linguist point of view. However, those several means usually connect one into another.

Reading is one of the important skills in learning English which the students must master them in order that they can follow teaching learning process. Reading is a complex cognitive process of decoding symbols for the purpose of deriving meaning (reading comprehension) and constructing meaning. Oxford (2000: 357) defines that reading is a way in which people are interpreted or understood, it means that learning reading is significant because it has an aim to understand the meaning of what is read.

This statement means that to make a nice condition and to motivate students in learning English especially reading texts, the lecturer should have the alternative way to teach reading interesting. The researcher tries to help the students understand texts by using picture series. The goals of using picture series have given contribution in teaching learning process.

Especially for the students, picture series have their own function to improve students' ability in reading texts and students understand to preserve the meaning of a word better in the real word situation. Finnochiaro (1964: 112) states that "Picture can help to acquire a language. Picture series will help the students to improve their visual perception, interest, language development, etc.

Moreover, the illustration of picture series makes the students considers in order helping students understand the text." In reading texts the lecture had connected the picture with Narrative. Generally, the purpose of narrative text is to represent a view of worlds that entertains or informs the readers or listeners (Depdiknas, 2004:35).

Reading Text Reading text is understanding of the text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies (Lyon 1998; Scarborough 1998) The texts based process those in which the reader is primarily to extract information from the texts, and knowledge based process are those in which the reader primarily brings prior knowledge and experience to bear on the interpretation of material Narrative text Narrative text is the broadest sense or anything told and recounted; more narrowly, something told or recounted in the form of a story; account; tale, (Steve Denning; Google.

Teaching Narrative.Com). Narrative is stories are effective as educational tools because

they are: Believable, remember able, and entertaining, (Neuhauser; 1993:Google.Narratives and Stories.Com). Picture Series Picture series are the picture series are illustration pictures in form of sequence of events and contain a short text in each picture. Picture series helping children understand a story through illustration.

Picture may be used for individual study for projection when groups of students need to look at the same picture. And there are many functions of picture in teaching learning process. Lecture usually uses picture to teach students in the classroom because it is enjoyable and full of interest RESEARCH METHOD In this research, the researcher hold Classroom Action Research.

Action research is a means of improving student achievement through more effective teaching and administration of University (Cohen &Manion, 1980; Elliot, 1991; Kemmis, 1981; Stenhouse, 1975). CAR may be conducted in several cycle each of which is repeated in the next cycle if the result is not satisfactory yet with the better revised lesson plan.

Each cycle begins with planning, implementing the plan, observing the implementation and reflection or evaluating the process and result of the implementation. The result of reflection determines the next cycle. The aim of this research was to find the description by using picture series in reading text, the problems of teaching reading texts by using picture series.

Implementation of the research was conducted in two cycles; each cycle is done in two meetings that go through four stages: (1) plan (2) implementation (3) observation, and (4) reflection.According Suratno (2002:21-24) Characteristics of Classroom Action Research is as follows: (1) The problems to be solved through Classroom Action Research must be appointed depart from the practice of the learning problems faced daily by the lecture.(2) Classroom Action Research is collaborative (3) The step are the cycles.

The subjects of the study were the first A semesters of English Department of STKIP PGRI Bangkalan, because base on competency based curriculum; this stage had been taught a reading text.Therefore, the researcher took one of them as the subject of the research. The selected class was First A that consisted of 38 students, 24 females and 14 males.

There were some procedures that must be done by the researcher in conducting this method. It was composing of two cycles then it was observed and evaluated to identify the facts including the failure and success of the action. It means whether the action

should be stopped or continued and revised.

Based on the procedure, this research started with the problem identification, planning, implementing, observing and reflecting. The model of the cycle was as: planning (designing the lesson plan, selecting the reading test, using picture series and determining criteria of success), action (pre-reading, whilst reading, post-reading), observation (conducting the reading test, observation students, distributing questioner), reflection (score of the students, evaluating the advantages of action and problems of action).

Preliminary Study Before conducting the research, the researcher started preliminary study to analyze, identify, and get the data in accordance with factual and real condition of the classroom. The researcher interviewed the lecturer and students' **to get the information** about **the result of the** students' study and the researcher conducted pretest to know the students' reading comprehension.

The result of preliminary study was when 52,1% of the students who got 35 score or 5 students had reached the minimum passing score. And the researcher proposed the teaching of reading in real class **by using picture series** as the instructional media. It was hoped that the media could improve the students' comprehension in reading **FINDING AND DISCUSSION** In this section, the finding of research showed that the strength of the application of **teaching reading by using picture series was** that it could improve the students reading skill.

Pre-test was 50 that as baseline, the mean of post-test of Cycle I was 58. While the mean of post-test of Cycle II was 70, 1. It means that students score had fulfilled. The result of students' questionnaire showed that **the students liked the** students like being taught **by using picture series** as teaching media. The result of percentage of students response showed that they had high interest and motivated and also them easier to comprehend to the text. The improvement of students reading **ability of narrative text** by using instructional media was effective and it was good techniques in teaching learning English.

The finding based on the observation, and evaluation, the researcher reflected the implementation of **teaching reading by using picture series in** the first cycle. The students participated in the activity enthusiastically. It was proved that most of them interested with the activities. But, the students felt some difficulty to arrange **the text and the** jumbled pictures into rhetorical narrative text correctly.

Then, they were still less in reading with picture series to arrange the picture story and

learning about the paragraph narrative, the students had less motivation in pre reading activity it was proved by students score **from the result of** test. And the students responded the implementation of use pictures series inactively. It happened in the first meeting. After changing the topic which that picture series by giving a few explain, they began having motivation.

Then, by divided the class into group, the students seems to be competitive. They could share and discuss with their partner if some of them had problem. And they also tried to answer the researcher question. Based on the evaluation from **the first and second** meeting, there were some consideration to implementation of use picture series such as, the researcher should think of that all students were different, they were active and passive. So the researcher should manage them equally in groups.

So that some students did not comprehend the narrative text well furthermore, the students reading score had not reached the target of success. It was proved that the average score of their reading test was 58,1% the action implemented in the present study was considered to be successful if 60% of students in cycle score **equal to or higher than** 70 based on the students minimum score of standard. But in this cycle only 16 or 42,1% students who reached the standard.

So, **the researcher did not** give questionnaire to the students, because the researcher got the result that the first criteria unsuccessful. At last, the conclusion that could be taken from the implementation of use **picture series in reading narrative text** in cycle I was still not satisfied yet. The finding **in the second cycle** was able to increase students' skill of reading narrative text.

It seemed **from the result of the** result observation and questionnaire that **the students were more interested** and relaxed joining the activity in the classroom. They were also involved actively in the activity and they can read narrative text well and students did not find the difficulty anymore likes in the cycle 1, the students felt enthusiastically because they had better experience in reading, the students showed positive response on doing the task and students could comprehend the narrative text easily. **The use of picture series** as teaching can improve the students reading comprehension.

The improvement can be identified from each students' score above or 70. The researcher sign up the score from cycle 2 and it showed that the average score was 70,1%, the computation of test showed that students' were more interested, good responses and actively **in reading narrative text** well appropriately, because mostly they comprehend the text rhetorical narrative text appropriately.

The researcher compared the mean score of pre-test, post-test Cycle 1 and post-test Cycle 2. The mean of students score in pre-test was 52% the mean of post-test of Cycle 1 was 58,1% While the mean of post-test of Cycle 2 was 70,1%. The result of the students score showed that using picture series in teaching English could increase students' ability in reading narrative text of STKIP PGRI Bangkalan.

The increasing of the mean of the students reading score become 70,1% showed that researcher successes to get the criteria of success, which was the students mean score, was 70. So the researcher concluded that the use of picture series could increase students reading ability of narrative text at the first grade of STKIP PGRI Bangkalan.

It means that the researcher did not need revise the plan and the researcher stopped the research, because the criteria of success had been fulfilled. The students' achievement showed improvement from the Cycle I to Cycle II. It indicated that teaching and learning process was successfully. The technique of picture series in learning especially for reading skill made the students was easier to comprehend the narrative text.

This fact could be proved by following the step or process of teaching English. The student could comprehend the narrative text with the high score and appropriate generic structure. It showed that picture series effective to improve students reading ability in reading narrative text.

Wright(1989) stated that were criteria of picture: first, easy to prepare, second, easy to organize, interesting, meaningful and authentic, and sufficient amount of language. The students quality learning activity in the class improved and students activities were more interest and enjoyable. The improvement can be shown by comparing the student reading comprehension score from the pre-test in classroom to the final test of each cycle. The pre-test, the mean score 50. In the second test of cycle I, the mean score was 58,1 and the final test of the cycle II was 70,1.

The achievement increased after the students used the picture series to enhance their reading comprehension. Finally the use of visual media picture series had successfully improved students reading ability of narrative text. Based on the improvement of students reading test score especially in reading text, visual media had been successful to help the first students at A semester of STKIP PGRI Bangkalan improved in reading narrative text.

**CONCLUSION** The process of learning activities, the use of picture series which was implemented in teaching reading. It encompasses the following procedure: leading

students the topic by asking some questions or showing the picture, in another word the teacher gives brainstorming for students background knowledge, the lecturer gives the students a model of narrative text the lecturer give the students picture series and asked them to identify **what they see in the** picture the dividing the students into group consisted of two students or in pair asked to arrange the jumbled narrative text into rhetorical narrative text appropriate with the picture series in sequence, the researcher asked the student to comprehend **the content of the text** to find main idea in each section and the information and the last, lecturer and students discussed together to revised the task and any difficulties in comprehending in paragraph narrative.

It was shown in cycle II, on anther hand the research made the criteria of success. Then average **score of the students** was 70,1. The students could comprehend narrative text easily and had good reading and interest the jumbled picture. They felt enthusiastic because they had better experience in reading.

It mean that the implementation in **teaching reading by using picture series** had positive result and improved the students reading comprehension using picture series as teaching media to improve reading comprehension, the student activeness and motivation to practice their English. SUGGESTION suggestion to another researcher is expected to conduct a follow-up classroom action research with the same topic involving more cycle and collaborators **so as to get** more significant research finding.

Furthermore, the researcher is expected to focus on **using picture series in reading** narrative text, by doing such research, hopefully the reading problems can be solved. It is found that **using picture series in** learning proves effective in improving the students **in reading narrative text** and learning process of reading in classroom.

Considering the facts, reading researcher collaborative lecture having the students with the relatively same skill as one in this research can implemented **by using picture series** to improve the students in reading narrative text. REFERENCES Mistar, Junaidi, Drs. H. M.Pd, Ph.D, Pedoman Penulisan Tesis. Universitas Islam Malang Latief, Muhammad Adnan, 2010. Tanya Jawab Metodologi Penelitian. Universitas Negeri Malang (UM PRESS) Arikunto, Suharsini, Dr. Prof. 2006.

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