

**THE EFFECT OF USING PICTURE SERIES ON STUDENTS'
READING COMPREHENSION OF PROCEDURE TEXT AT MA
HIDAYATUL INSAN PALANGKA RAYA**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION 2020
M / 1442 H**

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INSAN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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2020 M / 1442 H**

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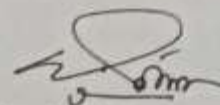
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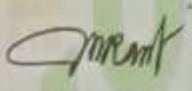
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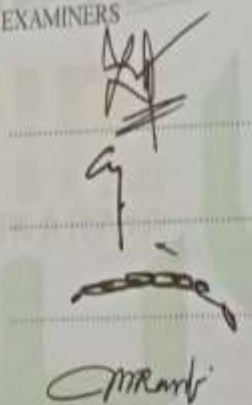
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MOTTO AND DEDICATION

“Barang siapa yang menghendaki kehidupan dunia maka wajib baginya memiliki ilmu, dan barang siapa yang menghendaki kehidupan Akherat, maka wajib baginya memiliki ilmu, dan barang siapa menghendaki keduanya maka wajib baginya memiliki ilmu.”

(HR. Turmudzi)

This Thesis is dedicated to:

My beloved father and mother (H. Sapriannoor and (Almh) Hj. Sujiarti) Praise for the love you have given, for the prayers you always offer me, and all your sacrifices in raising me.

Myangels,myoldersistersandmyolderbrother (Kiki Rezeki Amalia), (Eva Rusdiana Dewi), (Fahrujiannor), thank you for accompanying my struggles, giving me love and support, and always encouraging me every step of the way. And for my best friends who I already consider likemyownsisterthankyouforsupport,giveme suggestion and helping me in completing this thesis.

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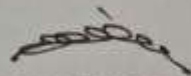
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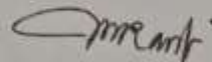
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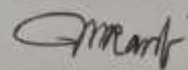
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ABSTRACT

Hardiyanti, Siti. 2020. *The Effect of Using Picture Series on Students' Reading Comprehension of Procedure Text at MA Hidayatul Insan Palangka Raya*.

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Keywords: effect, picture series, students' reading comprehension, procedure text.

The research was aimed to know the students taught by using picture series have better reading comprehension than those taught by using PPT slide at MA Hidayatul Insan Palangka Raya.

The research is included in quantitative research with Quasi-Experimental Design. The researcher designed the lesson plan, conducted the treatment, and counted the students' scores by pre-test and post-test. The population of this research was the students of MA Hidayatul Insan Palangka Raya which numbered 145 students. Based on the design of the study, the researcher only took two classes as a sample. There were XI Bahasa dan Ilmu Budaya as an experiment class and class XI Matematika dan Ilmu Alam as control class. The number of the sample chosen was 41 students that consist of 26 students of the experiment class and 15 students of the control class. The sample was determined using cluster sampling.

After getting the data from the pre-test and post-test, the researcher analyzed the data using SPSS program with a t-test formula to test the hypothesis. Based on the result of the analysis, it was found that the value of $t_{\text{test}} = 2.829$ with $t_{\text{table}} = 2.02$ at 5% level of significance and $t_{\text{table}} = 2.71$ at 1% level of significance with degrees of freedom = 39. It showed that the t_{test} was higher than the t_{table} . Besides that, the mean score on the pre-test of the experiment class was 24.038, and the control class was 26.833. While in the post-test, the mean score of the experiment class was increased into 74.519, and the control class also increased, but not as effective as the experiment class into 67.333. Based on the score, it can be seen that the mean score on the post-test of the experiment class was higher than the control class. The result of the testing hypothesis determined that the Alternative Hypothesis (H_a) was accepted, and the Null Hypothesis (H_0) was rejected. It meant that teaching reading by using a picture series affects students reading comprehension. In other words, the picture series was effective in teaching reading than PPT slide.

ABSTRAK

Hardiyanti, Siti. 2020. *Pengaruh Penggunaan Picture Series terhadap Pemahaman Membaca Siswa pada Teks Prosedur di MA Hidayatul Insan Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd, (II) Hj. Apni Ranti, M.Hum.

Kata Kunci: pengaruh, picture series, pemahaman membaca siswa, teks prosedur.

Penelitian ini bertujuan untuk mengetahui siswa yang diajar dengan menggunakan picture series memiliki pemahaman membaca yang lebih baik daripada siswa yang diajar dengan menggunakan slide PPT di MA Hidayatul Insan Palangka Raya.

Penelitian ini termasuk dalam penelitian kuantitatif dengan desain kuasi eksperimental. Peneliti merancang rencana pelajaran, melakukan perawatan dan menghitung skor siswa dengan pra-uji dan pasca-uji. Populasi dalam penelitian ini adalah siswa MA Hidayatul Insan Palangka Raya yang berjumlah 145 siswa. Berdasarkan desain penelitian, peneliti hanya mengambil dua kelas sebagai sampel. Ada kelas XI Bahasa dan Ilmu Budaya sebagai kelas eksperimen dan kelas XI Matematika dan Ilmu Alam sebagai kelas kontrol. Jumlah sampel yang dipilih adalah 41 siswa yang terdiri dari 26 siswa kelas eksperimen dan 15 siswa kelas kontrol.

Berdasarkan hasil analisis didapatkan nilai t -hitung = 2,829 dengan t -tabel = 2,02 pada taraf signifikansi 5% dan t -tabel = 2,71 pada taraf signifikansi 1% dengan derajat kebebasan = 39. Hal tersebut menunjukkan bahwa nilai t -hitung lebih tinggi daripada t -tabel. Selain itu, nilai rata-rata pada pra-uji kelas eksperimen adalah 24,38 dan kelas kontrol adalah 26,833. Sedangkan pada pasca-uji nilai rata-rata kelas eksperimen meningkat menjadi 74,519, dan kelas kontrol juga mengalami peningkatan, namun tidak seefektif kelas eksperimen menjadi 67,333. Berdasarkan skor tersebut terlihat bahwa rata-rata skor pasca-uji kelas eksperimen lebih tinggi daripada kelas kontrol. Hasil pengujian hipotesis menetapkan bahwa Hipotesis Alternatif (H_a) diterima, dan Hipotesis Nol (H_0) ditolak. Artinya, pengajaran membaca dengan menggunakan picture series mempengaruhi pemahaman bacaan siswa. Dengan kata lain, seri gambar efektif dalam mengajar membaca daripada slide PPT.

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The researcher realizes that this thesis is still far from perfect. Therefore some constructive criticism and suggestion are warmly welcome. Hopefully, may Allah keep us on the straight path and rewards us for what we have done, and this can be useful for all of us.

Palangka Raya, October 2020
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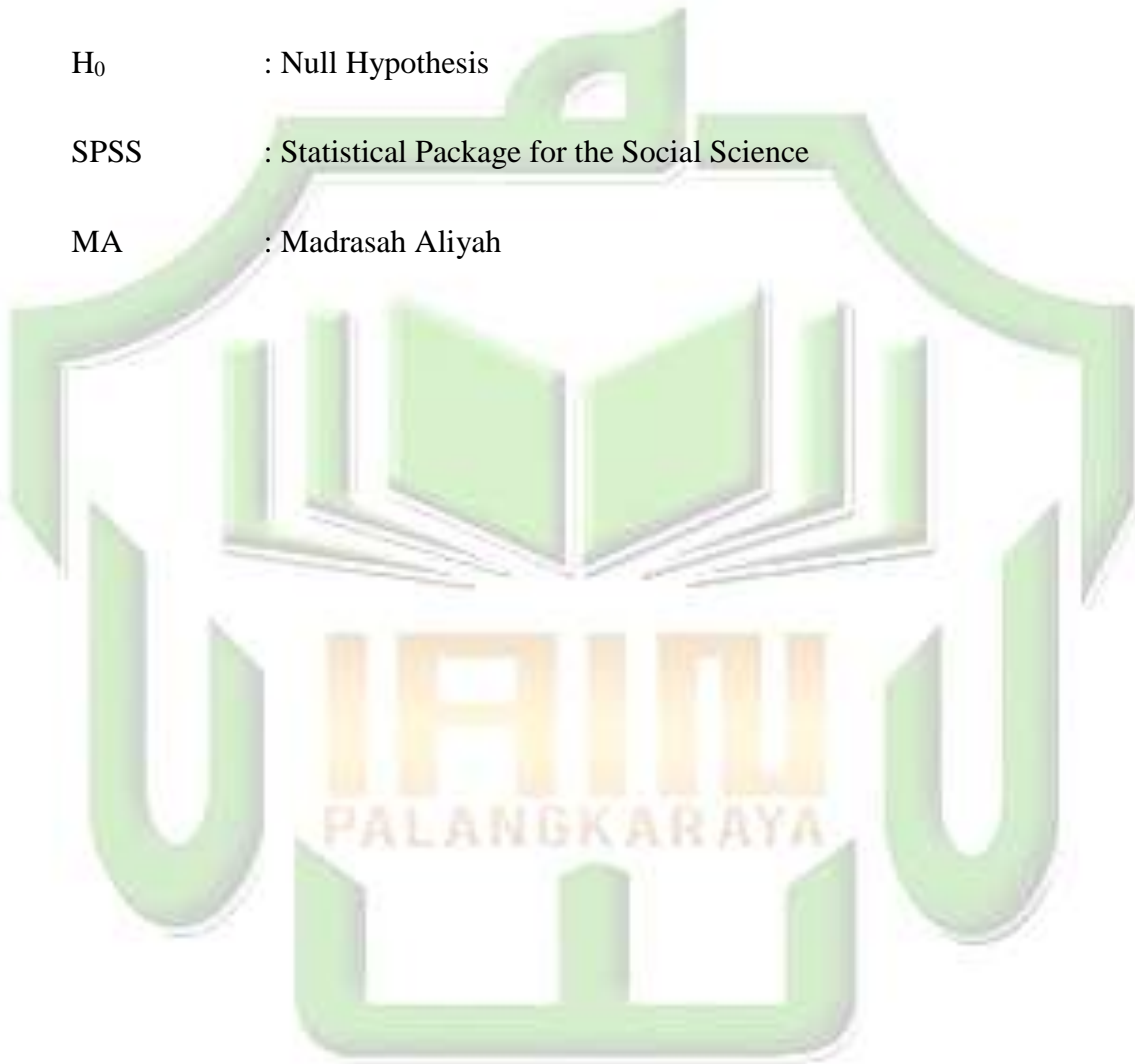


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LIST OF ABBREVIATIONS

Df	: Degree of Freedom
SD	: Standart Deviation
SE	: Standart Error
H _a	: Alternative Hypothesis
H ₀	: Null Hypothesis
SPSS	: Statistical Package for the Social Science
MA	: Madrasah Aliyah



CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about introduction that consists of background of the study, problem of the study, objective of the study, hypotheses of the study, limitation of study, significance of the study, and definition of key terms.

A. Background of the Study

English has important roles nowadays. One of them is English as international language is highly regarded as a medium of communication among people around the world in some social contexts and also used in different purpose. It could appear in international seminar, books, advertisements, movies, social media, and also game consoles. In Indonesia itself, English has a special role. As a foreign language, English becomes one of subjects taught from the elementary school up to the university level.

Then, learning English could not be separated from learning its four basic skills. Those skill, are speaking, listening, reading and writing. Reading, one of four basic skills, is regarded very important for Indonesia students because it is the most needed skill for them since reading is the only skill that has the greatest chance to be done just than the other skills. As Murcia (2001, p. 153) believes that reading is recognized as an important source of language input especially for English as foreign language students which there is just a little chancetomeetfluentsspeakerswhocanprovideanotherkindoflanguageinput.

Moreover, as a receptive skill, reading can lead students to get so many information they need and also enrich their knowledge through that activity.

In reading, English learners in their school often learn some kinds of English texts namely narrative, recount, news item, spoof, and procedure. Procedure text as one of them is sometimes could be found by students easily outside the classroom. They can find procedure text when using a new gadget, sign up to a social media, and even when making a cup of coffee.

Realizing the importance of procedure text, Indonesia government states the teaching of procedure text is taught in some school levels such as junior high school and senior high school. To see the process of teaching-learning procedure text in senior high school, the researcher did pre-observation in one of senior high school in Palangka Raya. After the pre-observation, the researcher found some information about the teaching learning process of procedure text in MA Hidayatul Insan Palangka Raya.

From the observation, the researcher found some obstacles contributing to the teaching-learning process of procedure text. The researcher found that the students mostly seem confused to understand the characteristic of procedure text. This comes from students' low ability in locating the sequence words. As a result, the student did not really know what the text talking about the proper sequence and they could not catch the general information which was mentioned in the procedure text. Also from that observation, the researcher found that the absence of media which was used in teaching procedure text in the classroom so that it makes the teaching is not effective.

In addition, the teacher used the conventional method in the teaching-learning process; the teacher just gave a procedure text to the student, then asked the students to read it and to answer the questions below the text. It is regarded as an uninteresting activity since the researcher found that some students had chatting with their friends, had day dreaming, and also felt sleepy. As a result, there were just a few students do the exercises based on their ability. This condition could not support the students' participation in class activity and could not increase students' interest and motivation to comprehend the procedure text. According to Lightbown and Spada (2006, p.65) "Lesson that always consists of the same routines, patterns and formats have been shown to lead to a decrease in attention and the increase in boredom. Varying the activities, tasks, and materials can help to avoid this and increase students' interest levels." So it can be summarized that the media in teaching-learning is very crucial to the success of the teaching-learning process. Actually, teachers can do some effort to upgrade their way of teaching in the classroom. For example, using media of language teaching. By using media of language teaching, the teaching-learning process in the classroom is more comfortable and making an exciting classroom. Many kinds of teaching strategies on reading comprehension. One of the teaching strategies that can be used in teaching reading comprehension of procedure text is by using picture series.

In this research, the researcher interests in doing a research about picture series that is used in teaching procedure text in English subject. A picture series is a number of related composite pictures linked to form a series of sequences.

Hence, it is the main function to tell a story or sequence of events. According to Kemp (1997 as cited in Novita and Kristiawan, 2017, p. 93) picture series is a number of pictures each related to the one before it. It means that picture series show the events or scenes from a number of pictures that related to each other. The picture series can support the process of teaching reading comprehension of procedure text. It can help students to increase their understanding about the material they learn. Its support by Arsad (1997 as cited in Novita and Kristiawan, 2017, p. 93) stating that the function of picture that it makes them important in teaching learning process. Besides, Rohman (2016, p. 14) stating that picture is an effective way of getting learners to learn. Picture can be drawn on the board, chart papers, or even cutouts.

The picture can be a medium that can help students to understand the sequence of processes described in the text. By analyzing a proper picture, students can decrease their weakness in the lack of vocabulary, because picture proposes a hint through its visual meaning. The picture also becomes a media that attracts the students' attention and helps them to increase their motivation in comprehending the procedure text.

The researcher is interested in conducting a research in MA Hidayatul Insan Palangka Raya because the researcher found some problems of students, especially in the eleventh-grade students. The researcher wants to help the students to solve their problems in reading comprehension of procedure text by using picture series that will be used in teaching and learning process.

Based on the explanation above, the researcher would like to find out how is the effect of using picture series on students' reading comprehension of procedure text. Therefore, this research is under the title **“The Effect of Using Picture Series on Students' Reading Comprehension of Procedure Text at MA Hidayatul Insan Palangka Raya.”**

B. Research Problem

Based on the background of the study above, the problem of this research is “Do the students taught by using picture series have better reading comprehension than those taught by using PPT slide?”

C. Objective of the Study

The objective of the study based on the research problem is to know the students taught by using picture series have better reading comprehension than those taught by using PPT slide.

D. Hypotheses of the Study

The hypothesis of this study is divided into two categories. They are Alternative hypothesis and Null hypothesis.

1. Alternative Hypothesis (H_a): There is significant effect of picture series on students' reading comprehension of procedure text at MA Hidayatul Insan Palangka Raya.

2. Null Hypothesis (H_0): There is no significant effect of picture series on students' reading comprehension of procedure text at MA Hidayatul Insan Palangka Raya.

E. Scope and Limitation

This study discusses the way of teaching reading comprehension by using picture series. The text employed in this study is procedure text; this is one of the texts taught in the eleventh-grade of senior high school. This study is conducted at MA Hidayatul Insan Palangka Raya and the sample of this study is the eleventh-grade students. Besides, this study implemented a pre-test before applying the teaching reading of procedure text by using picture series, then a post-test after running the treatment.

F. Significance of the Study

In this study, the researcher expects usefulness of the research both theoretically and practically to the following:

1. Theoretical

This research can give a contribution to teachers and curriculum developers about the quality of teaching technique in reading class, the problems that they experienced, and the strategies that the high and low proficiency readers used to cope with the problems in reading class.

2. Practical

This research might help the students improve their reading comprehension of procedure text by using picture series and to give contribution to English teachers in the classrooms in order to help the low proficiency reader to use a good strategy of reading comprehension.

G. Definition of Key Terms

The definition of key terms is closely related to the clarification of terms used in this research which could be described as follows:

1. Effect is a result of doing something by certain techniques. In this matter, the term 'effect' is the result of teaching reading of procedure text by using pictures.
2. Picture series refers to a visual media that is contain series of picture, where one picture related to another to describes something.
3. Reading is an active cognitive process of the brain, which works together with eyes in order to get the information in the verbal or printed symbol.
4. Reading comprehension refers to an activity aimed to understand the messages of a particular text.
5. Procedure text refer to directions are concerned with telling someone how to do something.

CHAPTER II

RIVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about review of related literature that consists of related studies, reading, teaching reading skill, procedure text, picture, and the application of teaching reading procedure text.

A. Related Studies

There are some related studies has been done by the previous researchers. Roslina (2017) conducted a study entitled “*The Effect of Picture Story Books on Students’ Reading Comprehension.*” The research aimed to investigate the effects of picture storybooks on the students’ reading comprehension and to clarify students’ perception on the utilization of picture storybooks in teaching reading. The design of the research is experimental design with 30 students randomly take as the sample. The data were collected by administering pre-test and post-test that and then questionnaires and interviews were also used to collect data on the students’ perceptions. Then, the researcher analyzed the data by using the Pearson Product Moment assisted by SPSS 14.0. The results of the research show those picture storybooks were able to improve students’ reading as well as the students’ interest in reading. It meant that picture storybooks had an effect on the students’ reading comprehension.

Novita and Kristiawan (2017) explore “*The Effect of Picture Series on Students’ Reading Comprehension of Analytical Exposition Text.*” The research is aim at examining the effect of picture series on students’ reading comprehension. The total sample of the research is 60 students of science High

School 1 Ulakan Tapakis, West Sumatera, who were enrolled in two classes of grade XI IPA 3 and grade XI IPA 2 in 2015/2016 academic years. The research is experimental design and the instruments is observation sheet and reading test. The result showed that teaching reading by using Picture Series was accepted statistically. It can be concluded that Picture Series gave significant effect on students' reading comprehension at grade XI High School 1 Ulakan Tapakis.

Lailitsani (2017) have studied about "*The Effect of Picture Series on Students' Reading Comprehension of Procedure Text.*" This study is a quasi-experimental design that was intended to get empirical evidence of the effect of using picture series on students' reading comprehension of procedure text at SMAN 22 Kab. Tangerang. The total sample is 66 students. The technique of collecting data in this research use pre-test and post-test. The researcher use t-test to analyze the data. The result of the research is picture series give an effect on students' reading comprehension of procedure text.

Rusrianti (2017) conduct study about "*The Effectiveness of Picture Series in Teaching Students' Reading Comprehension of Narrative Text.*" The study is a quasi-experimental design. The population is the eighth-grade students of MTs Islamiyah Ciputat with the total sample is 60 students chose through a purposive sampling technique. The test result is analyzed with a t-test. The finding of the study shows that using picture series in teaching students' reading comprehension of narrative text is effective for the Eighth-grade students at MTs Islamiyah Ciputat.

Kamalia (2016) conduct a research about “*The Use of Picture Series to Improve Students’ Ability in Reading Narrative Text in the Eighth Grade of SMP N 3 Pringapus Satu Atap in the Academic Year 2015/2016.*” The research is aim to improve the students’ reading comprehension through picture series. The research design is a Classroom Action Research (CAR) which the data were collected qualitative and quantitative. The research was conducted in two cycles. Each cycle consisted of four steps: planning, action, observation and reflection. The results show that there is an important of students’ reading comprehension when they were using picture. In the research, the Standart Minimum of Completeness or Kriteria Ketuntasan Minimum (KKM) of English subject is 85. Then, the criteria for success in the research is to target 85% of the students should target pass KKM. The results of the cycle 1 show that there is an improvement from pre-test to post-test 68. However, there was only 68% students passing KKM, which is below the target. Therefore, the writer continued to conduct cycle 2. The results of cycle 2 shows an improvement for 92. In this cycle, there are 92% students passing KKM. This mean, the target of the research has been achieved. Thus, it can be concluded that the use of picture series is successful to improve the students reading comprehension especially for the narrative text.

Yu (2015) explore a research about “*An Analysis of Pictures for Improving Reading Comprehension: A Case Study of the New Hanyu Shuiping Kaoshi.*” A case study is use in this research. The focus of the research is on the pictures from reading comprehension tasks of New HSK test

papers. The reading comprehension task per test paper includes five reading texts, and each text is assigned with one picture. Thus, the data analyzed in this paper consisted of 60 reading texts and 60 pictures. Data analysis was conducted in four phases. In each phase, pictures were analyzed through one of the four criteria. Through the analysis, it shows that pictures are not effectively used in the reading comprehension task of the New HSK test.

Subekti (2014) conducted a research about "*The Effect of Using Pictures in Teaching Reading of Procedure Text*." The purpose of the study is to know whether using pictures is effective in teaching reading of procedure text. The writer conducted the study at the third-grade students of SMK YAPIMDA in the 2013/2014 year of academics. The design of the study is using experimental research. The writer used convenience sampling then XII Marketing 2 was chosen as the experiment class while XII Marketing 2 was chosen as a controlled class. Both experiments and controlled classes consist of 28 students. Pre-test and post-test are used as the instrument of the study. The result of the study shows that pictures become effective media in teaching reading of procedure text. It can be seen from data gotten after the holding of pre-test and post-test. Based on the data, the score which is gained by the experiment class students (410) is more than the score regained by the controlled class students (325). The result also shows that the t-test score is 4.53 while the value of t-table in the significant degree of 5% is 2.005. In conclusion, teaching reading of procedure text using pictures is more effective than without using pictures.

Zulkarnaen, Bindarti, and Rofiq (2013) in their research entitled “*The Effect of Using Composite Pictures on Reading Comprehension Achievement of the Seventh Grade Students at SMPN 2 Tenggara Bondowoso.*” The research use quasi-experimental research with the total number of students for both classes is the same that is 36 students. The result shows that the use of Composite Picture has a significant effect on reading comprehension achievement of the seventh-grade students at SMPN 2 Tenggara Bondowoso.

Pan and Yi-Ching Pan (2009) conduct a research about “*The Effects of Pictures on the Reading Comprehension of Low-Proficiency Taiwanese English Foreign Language College Students: An Action Research Study.*” The study investigates the extent to which the presence of pictures in text benefits low proficiency Taiwanese English foreign language (EFL) college students. The research is action research study. The sample of the research is four classes (Computer Science Class Business Administration Class, Information Management Class, and Accountancy Class) of first-year college students instructed by the researcher in southern Taiwan. The test is 35 test questions evaluated the vocabulary, grammar, and reading abilities of the students. The instrument for data collection are two reading texts, three pictures, a translation task, and a questionnaire. The findings show that the low-proficiency participants had significantly higher scores on their translation tasks when the text was presented together with the pictures and that the

accompanying pictures facilitated those low-level participants in comprehending not only the simpler but also the more difficult text.

The difference between this study and the previous related study is about the problem of the study. This study wants to know the result of teaching reading of procedure text by using picture series to the eleventh-grade students at MA Hidayatul Insan Palangka Raya. This study used multiple-choice test to measure students reading in procedure text.

The difference between this study and the previous related study is shown in the following table.

Table 2.1 the Difference between Related Studies and Researcher Studies

The Title	The Similarities	The Differences	
		Related Studies	Researcher Studies
The Effect of Picture Story Books on Students' Reading Comprehension	<ul style="list-style-type: none"> • Teaching reading • Experimental design 	<ul style="list-style-type: none"> • Picture story book • Pearson Product Moment • Improve reading performance and perceptions • The questionnaire, reading test, observation sheet, and interview • The first year of Paket B PKBM 	<ul style="list-style-type: none"> • Picture series • T-test • Improve reading skill of procedure text • Multiple-choice test • The eleventh-grade students at MA Hidayatul Insan Palangka Raya • Cluster sampling

		Medaso Kolaka <ul style="list-style-type: none"> • Purposive sampling technique 	
The Effect of Picture Series on Students' Reading Comprehension of Analytical Exposition Text	<ul style="list-style-type: none"> • Pictureseries • Teaching reading • Experimental design • Cluster sampling technique 	<ul style="list-style-type: none"> • Analytical exposition text • Reading test and observation • The second-year students of Secondary High School I Ulakan Tapakis 	<ul style="list-style-type: none"> • Proceduretext • Multiple-choicetest • The eleventh-grade students at MA Hidayatul Insan Palangka Raya
The Effect of Picture Series on Students' Reading Comprehension of Procedure Text	<ul style="list-style-type: none"> • Pictureseries • Teaching reading • Quasi-experimental design • Proceduretext • Multiple-choicetest • T-test 	<ul style="list-style-type: none"> • The tenth grade of SMAN 22 Kab. Tangerang • Purposive sampling technique 	<ul style="list-style-type: none"> • The eleventh-grade students at MA Hidayatul Insan Palangka Raya • Cluster sampling
The Effectiveness of Picture Series in Teaching Students' Reading Comprehension of Narrative Text	<ul style="list-style-type: none"> • Pictureseries • Teaching reading • Reading Comprehension • Quasi-experimental design • T-test 	<ul style="list-style-type: none"> • NarrativeText • The eighth gradestudents of MTs Islamiyah Ciputat • Purposive sampling technique 	<ul style="list-style-type: none"> • Proceduretext • The eleventh-grade students at MA Hidayatul Insan Palangka Raya • Cluster sampling
The Use of Picture Series to Improve Students'	<ul style="list-style-type: none"> • Pictureseries • Teaching Reading Comprehension 	<ul style="list-style-type: none"> • Classroom Action Research (CAR) 	<ul style="list-style-type: none"> • Experimental design • Proceduretext • T-test

Ability in Reading Narrative Text in the Eighth Grade of SMP N 3 Pringapus Satu Atap in the Academic Year 2015/2016		<ul style="list-style-type: none"> • Narrativetext • Qualitative and quantitative research • The eighth grade of SMP N 3 Pringapus SatuAtap 	<ul style="list-style-type: none"> • The eleventh-grade students at MA Hidayatul Insan Palangka Raya
An Analysis of Pictures for Improving Reading Comprehension: A Case Study of the New Hanyu Shuiping Kaoshi	<ul style="list-style-type: none"> • Teaching reading 	<ul style="list-style-type: none"> • Pictures • Casestudy • 60 reading texts and 60 pictures • The new Hanyu Shuiping Kaoshi 	<ul style="list-style-type: none"> • Pictureseries • Experimental design • Multiple-choicetest • The eleventh-grade students at MA Hidayatul InsanPalangka Raya
The Effect of Using Pictures in Teaching Reading of Procedure Text	<ul style="list-style-type: none"> • Teaching reading • Proceduretext • Experimental design • T-test • Multiple-choicetest 	<ul style="list-style-type: none"> • Third Grade of SMK YAPIMDA Jakarta • Convenience sampling 	<ul style="list-style-type: none"> • The eleventh-grade students at MA Hidayatul Insan Palangka Raya • Cluster sampling
The Effect of Using Composite Pictures on Reading Comprehension Achievement of the Seventh Grade Students at SMPN 2	<ul style="list-style-type: none"> • Teaching reading • Quasi-experimental design • Multiple-choicetest • T-test 	<ul style="list-style-type: none"> • Composite pictures • The seventh gradestudents at SMPN 2 Tenggara Bondowoso 	<ul style="list-style-type: none"> • Pictureseries • The eleventh-grade students at MA Hidayatul Insan Palangka Raya

Tenggarang Bondowoso			
The Effects of Pictures on the Reading Comprehension of Low-Proficiency Taiwanese English Foreign Language College Students: An Action Research Study	<ul style="list-style-type: none"> • Teaching reading • Pictures • Cluster sampling • T-test 	<ul style="list-style-type: none"> • Action Research Study • Four classes (Computer Science Class, Business Administration Class, Information Management Class, and Accountancy Class) • Two reading texts, three pictures, a translation task, and a questionnaire • Reading comprehension of low-proficiency 	<ul style="list-style-type: none"> • Experimental design • The eleventh-grade students at MA Hidayatul Insan Palangka Raya • Multiple-choice test • Reading comprehension of procedure text

B. Reading

1. The Definition of Reading

Reading is one of the important language skills. This is due to the fact that people mostly get knowledge and information through reading. Reading is the one of language process that involves the reader, text, and interaction between the reader and the text. By reading we can get more information about something and increase our knowledge.

In line with Patel & Jain (2008, p. 20) reading is a complex skill involving a number of simultaneous operation. According to Cunningsworth (1995, p. 73) reading is the one activity that can be done easily and without any equipment by students outside the classroom.

Reading is “a receptive language process” (Goodman, 1988, p. 12).It creates an interaction between readers and writers. He further says, “Reading is a psycholinguistics processing that starts with linguistic surface presentation encoded by writer and ends with meaning which reader construct”. The writer of the text encodes thought and the readers decide language to teach.

It is also supported by Clark and Silberte in Simanjuntak (1988, p. 24) who defined that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It means that the students are required to be able to get a lot of information based on what they are reading in the text.

Besides that, Nuttal (1982) in Simanjuntak (1988, p. 8) defines “reading as the meaningful interpretation of the printed or written verbal symbol.” It means that reading is a result of the interaction between the perceptions graphic symbols the present language and the reader’s language skill, cognitive skill and knowledge of the world.

Based on the definition above, it can be concluded that reading is a process of brains, which work together with eyes in order to get the information in a verbal or printed symbol.

2. The Importance of Reading

Reading has become a realization of knowledge and education and the cue and intellect. Reading competence is very important in someone's life. By reading, we will be able to get information about the world.

Reading is an important skill in many different settings especially in an educational setting (Grabe, 2009, p. 5). Students nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text.

In addition, Harrison (2004, p. 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic development of emotional, moral, and verbal intelligence. Moreover, these developments determine what kind of person people would be.

So, it can conclude that reading is important for students both to develop their knowledge and to develop the way they think related to the development of their moral, emotional as well as verbal intelligence.

3. The Aims of Reading

According to Paul S. Anderson (1979) as cited in Mutiara (2018, p. 14) there are seven aims of reading; reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of context.

- a. Reading for details and fact is reading to know what is done by the subject of the story.
- b. Reading for main ideas is reading to get the problem statement.
- c. Reading for sequence of organization is reading to know each part of the story.
- d. Reading for inference is reading to know what is the writer meant by its story.
- e. Reading for classifying is reading to find unusual things.
- f. Reading for evaluating is reading to know the value of the story.
- g. Reading for comparing or contrast is reading to compare the way of life of the story with the way of life of the reader.

4. The Process of Reading

In the process of reading, Eeskey in Simanjuntak, (1988, p. 7) said that there are three models of reading process:

- a. The bottom-up model is a process of reading involving exact, detailed, sequential perceptions and identification of letters, words, spelling patterns, and larger language units.
- b. Top-down model deals with the general notion of reading as the reconstruction of meaning based on the skillful sampling of the text, and such specific notions as the use of linguistic redundancy, the crucial role of prior knowledge in prediction, and the necessity for reading at a reasonable rate in larger, more meaningful chunks of the text.

- c. The interactive model deals with a particular cognitive behavior based on certain kinds of knowledge, which forms a part of the reader's cognitive structure. To begin with, the reader must know both the written forms and meaning of the subject matter, structures and words of which this sentence is composed.

Furthermore, Woods (2005, p. 62) argues that reading skills can be seen in terms of bottom-up and top-down skills. Bottom-up (or systemic) skills consist of building up meaning from analyzing the form of the language used (e.g. from words to clauses to sentences to paragraph). A text may be partially understood at this level, but it is unlikely that a full understanding can be achieved without top-down skills. Top-down (or systemic) skills involve the prior word knowledge brought by the reader to the text. This kind of knowledge can be seen as being cultural or world knowledge. Our learners, therefore, need both types of skill if they are to make sense of a text, and our methodology needs to pay attention to both.

5. The Stages of Reading

There are seven stages cover the program for very effective reading focused for detailed comprehension and long retention (Moore-Dodson, 1995, p. 1)

- a. Overview

The teaching reading activity that implies an intensive reading method is preceded by the overview stage. At the stage, the teacher makes the

students explore the content of the text. Next, the teacher asks them to obtain some news, messages, and information from the text.

b. Planning Purpose

After conducting the overview stage, the teacher should formalize the target of his teaching reading activity. She should analyze the elements of students' reading comprehension that must be increased after the students pass the teaching reading activity.

c. Questioning

After conducting the overview stage and plan the purpose of her teaching reading activity, she should arrange several questions for the students about the content of the text. The questions should reflect the whole content of the text in order to ease the students in comprehending the content of the text in the next stage.

d. Reading

Reading is the core of an intensive reading program because at this stage the students' reading comprehension is really trained to be increased.

e. Summarizing

After the teacher conducts the reading stage, she asks the students to summarize the content of the text.

f. Testing

At the stage, students' reading comprehension is tested.

g. Understanding

The end of the intensive reading is to be sure that the students understand the content of the reading text in detail. They have to be able to answer every important question that asks about the content of the reading text.

6. The Definition of Reading Comprehension

Reading comprehension is an activity aimed to understand the messages of a particular text. Lems, Miller, and Soro (2010, p. 170) state that reading comprehension refers to the ability to construct meaning from a given written text. It means that the readers need to understand the ideas of the author's mind to the reader's mind, in other words, what the author means should be understood well by the readers.

Then, Grellet (1999, p. 3) also states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. Grellet emphasizes the importance of obtaining the required information in the reading. Comprehension refers to an active mental process. When one reads something he actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. In this case, a crucial factor that influences comprehension is the importance of the reader's background knowledge.

On the other hand, Nunan (2005, p. 71) stated that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills. It can be defined as

the readers understand what the text tells about, knowing the main idea of the text, and the details of the text tell about, then combine it with their knowledge about the topic discussed.

Another definition is proposed by Caldwell (2008, p. 4) state that reading comprehension means the simultaneous process of extracting and constructing meaning or understanding of written language. In addition, Savage and Mooney (1979 as cited in Rusrianti, 2017, p. 12) state comprehension relates to several factors supporting understanding language used by the writer, locating and recalling information, finding main ideas, seeing caused and effect relationship, drawing conclusions, making generalizations, sequencing events, distinguishing fact from fancy, determining the author's purpose, evaluating the veracity or value of a written passage, applying the information to one's own experience, identifying with characters and events, and a number of other reading/ thinking processes.

Based on some definition of reading comprehension above, it can be concluded that reading and comprehension cannot be separated from each other. Reading comprehension is an activity to understand written ideas through the recognition of written materials.

7. The Process of Reading Comprehension

As it is mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are three types of constructing meaning processes proposed by some experts below.

a. Bottom-up Processing

According to Brown (2001, p. 299) bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers. It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, and sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.

b. Top-down Processing

Hudson (2007, p. 37) stated that in top-down processing, the reader involves their knowledge of syntax and semantics to create meaning of the text. The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top-down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made before. Finally, the reader checks the predictions.

c. Interactive Processing

Brown (2001, p. 299) stated that interactive processing is a combination of bottom-up and top-down processing. In interactive

processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says. It means that the reader both recognizes words and predicts the implied information in constructing meaning of the text.

Based on the description above, it can be concluded that there are three types in the process of reading (bottom-up processing, top-down processing, and interactive processing). Bottom-up processing deals with the word recognition. Top-down processing deals with the readers' background knowledge. The last, interactive processing combines the bottom-up and top-down processing. The three processes help the readers to comprehend the text they read.

8. Factors Affecting Reading Comprehension

There are some factors affecting reading comprehension proposed by Alderson (2000, p. 32).

a. Background knowledge of the text

Background knowledge is important since the students start to make connections about what they already know in order to construct meaning. Students' background knowledge of the text is one of the factors affecting reading comprehension. The students understand what they read because they are able to take the stimulus beyond the graphic representation and assign it membership to an appropriate group of concepts already stored in their memories.

b. Affection

Affection factor includes the students' interest, motivation, attitudes and beliefs. The affective factors have an important role in influencing what is understood by the readers.

c. Purpose of reading

A reader can have problems in understanding a text if he reads with no particular purpose in mind. Purposes of reading help the reader to focus on information that they want to find out.

d. Vocabulary Mastery

Vocabulary mastery is essential to reading comprehension. It is impossible to understand the text if the readers do not know much about a significant number of the words in the text. By mastering much vocabulary, the students can construct the meaning of the text easily.

Based on the theories above, it can be concluded that reading comprehension is a complex process which is affected by some factors such as the students' background knowledge of the text, the students' motivation and interest in reading, the students' purpose of reading, and the students' vocabulary mastery. All of those factors relate to each other in influencing the students' reading comprehension.

C. ProcedureText

1. Definition of ProcedureText

We use many kinds of text in daily life. Usually, we read a text on how to operate new things, how to prepare or make something, how to act in some circumstances like school, company, and community, and how to get to some places. Those kinds of text are called procedure text. Anderson & Kathy Anderson (2003, p. 28) also explain the examples of procedure text are recipes, itineraries, instruction manuals, and direction.

Procedure text or procedure instructions such as recipes and directions are concerned with telling someone how to do something. For this reason, procedure texts generally begin with the goal of the task. And the set of the ingredients or the materials required to complete the task will often be presented in the order of use (Knapp & Megan, 2005, p. 157). Procedure text is dominantly structured with imperative sentences (cut, mix, boil, pour, etc.) since it actually an instruction. The text then proceeds through a sequence of steps specifying how the goal is to be achieved.

So, it can be concluded that a procedure text presents steps to do something, making something, or going somewhere. In case of procedure text can be easily found in daily life, so the people thought to know about it.

2. Generic Structure of ProcedureText

According to Anderson & Kathy Anderson (2003, p. 28-29) there are some steps for constructing a procedure text.

a. An introductory statement that gives the aim or goal. It means that the text contains information about the purpose of the creation of the text that shows what actually will be done, such as “how to make a kite”, will be made; “how to make sushi”, and what will be accomplished according to the text.

b. A list of materials that will be needed for completing the procedure.

Materials are the equipment or also can be defined as utensils which are used to make something based on the text. For example, the ingredients for making an omelet (such as 2 eggs, a cooking oil, a pinch of salt or pepper, etc.) and also the utensils for making a kite (such as glue, paper, scissors, etc.)

c. Constructing a procedure text is a sequence of steps in the order they need to be done. Actually this is the main structure of the text, because it gives the procedures how do we make something based on the orderly procedures (such as first, second, next, then, etc.) So, the readers can follow these sequence steps according to the procedures that are given in the text.

3. Language Feature of Procedure Text

Procedure text has some characteristics of language features. Anderson & Kathy Anderson (2003, p. 52) propose those characteristics. They state that procedure texts can be recognized based on some language feature below:

a. The use of technical language.

- b. Sentences that begin with verbs and are stated as commands, for example, the usage of the word “open” in the sentence; e.g. *open projector compartment using the screwdriver!*
- c. The use of time words or numbers that tell the order for doing the procedure. Time words are also called sequencers for example *first, second, then, after that, the next step is, next and finally.*
- d. The use of adverbs to tell how the action should be done. Adverbs of manner are frequently used. For instance: *Next, gently press the stop button to stop the washing machine!*

4. Constructing a Procedure Text

There are some steps in constructing procedure text. First, in the first sentence, the introduction and aim of the procedure are being presented. Then, a list of materials needed is also described. Last, the steps to do the activity are given. A construction of procedure text usually consists of the following:

- a. The goal of the activity; this is where you tell your reader what he/she is going to achieve.
- b. The materials needed; it could be ingredients, tools, and equipment.
- c. Steps to achieve the goal; this is the main part of the procedure.
- d. Conclusion; we may include a conclusion.

(Source: ww.kbs.co.uk/pdf/EB17.pdf).

Meanwhile, according to Anderson & Kathy Anderson (2003, p. 28), the steps for constructing the text are:

- a. An introductory statement that gives the aim or goal
- b. A list of materials that need.
- c. A sequence of steps in the order they need to be done.

D. Picture Series

1. The Definition of Picture

The picture can be seen as many things such as place, objects, and people. According to Andrew (1989, p. 2) "pictures are not just an aspect of a method but through their representation of places, objects, and people. They are an essential part of overall experiences."

The picture is also considered as a good resource and media in teaching-learning. Murcia and Hilles (1988, p. 73) state that pictures are versatile and useful resources for teaching. So this resource can facilitate language program.

Besides that, Rohman (2016, p. 13) state that picture is a description of something that enables one to form a mental picture or impression of it.

Picture is something that we can see, in other words picture is visual. Then, Agustina (2003) stated that picture is pictorial presentation of individual painting or drawing. Syamsiarna (2003 as cited in Jusmini, 2017, p. 19) also stated that picture is an illustration which looks enough like the original object to communicate the image of the original to the reader.

Based on these definitions, the writer may conclude that picture is a visual representation of an object such as a thing, human, animal, etc,

where this visual representative gives the information about the real character of the object.

2. The Definition of Picture Series

Picture series can be categorized into visual media and art teaching media. Picture series is a number of a related composite picture linked to form a series of sequences aimed to tell a story or sequence of events. Picture series show some actions or events in chronological order. According to Yunus (1981, as cited in Wulansari, 2015, p. 35), picture series is a number of related pictures which placed in a sequence. Its main function is to tell a series of events or to tell a story. Picture series help the learner to negotiate their understanding of images and their knowledge of the world.

Harmer (2001, p. 135) states that pictures can be used for several ways. It can be used as aids in drilling vocabulary, playing communication games, giving understanding, and putting ornamentation, making prediction, and leading a discussion. Pictures help students to gain motivation, to make the subjects they are dealing with clearer, and to illustrate the general idea and forms of a particular object. Using the suitable pictures as one of the media in the teaching and learning process can speed up the process of students' meaning assimilation.

As visual media, picture series also has four functions of visual media (Arsyad, 2002, p. 17). The first is attentive function. Picture series attracts and draws students' attention to concentrate on the material. Secondly, it

has affective function. Looking at picture series while listening to a story will make students enjoy the story. It also has good effect on their emotional development and attitude. The third function is cognitive function. Some researches prove that using picture series helps students to achieve the teaching and learning goals that are to understand and to remember information contained in the pictures. The last, it has a compensatory function. Picture series accommodates students who have difficulty in understanding a story with the story illustrations. By paying attention to the pictures, students will be able to organize the information contained in the text and recall it.

Besides that, Wright (2004, p. 71) stated that using picture series will help the students in understanding the situation of the story or the process.

Wright also said that picture series or picture sequences consist of cartoon strips and instruction strips. They are potentially useful; the strips can be kept as they are and used to contextualize a story or description of a process. It means that picture series is very useful media to help students grasp the meaning of the strips and make students think chronologically of the event or the process of the strips.

In conclusion, using picture series in teaching and learning process will give an easy way for the students to remember about what they have been learned because they use their imagination in ordering the chronological of the story or the process.

3. The Types of Picture

There are some types of picture. Finochiaro and Bonomo (1973, p. 164) divide the picture into three types, bellow.

- a. Picture of individual person or object

Example:



- b. Picture of the situation

Example:



- c. A series of pictures as a number of related composite pictures

Example:



Besides that, Murcia and Hilles (1988, p. 73-74) propose a different kind of picture such as follows:

- a. A picture may focus on one specific object, such as a house, or on an event such as a boy jumping a fence; alternatively, a picture may evoke an entire story. Between these two extremes, there is a picture of a few people or a few objects.
- b. Pictures can be grouped into semantically related sets that contain from ten to twenty items, representing animals, vehicles, flowers, fruits, etc.
- c. Finally, a picture can become part of a sequence of pictures that tells a story. Using pictures of this type allows the teacher to focus on temporal forms and sequences in the target language.

4. The Usage of Picture

According to Wright (1989, p. 2 – 10) there are three essential contribution of picture such interest and motivation, a sense of the context of the language, and specific reference point or stimulus. Then, picture also play an important role in helping to discipline some class activities, making the subjects which students are dealing with become clearer, and even illustrating the main idea and forms of an object or action which are particular to culture.

Besides that, Murcia and Hilles (1988, p. 73) propose some usages of pictures. They states, “Interesting and entertaining pictures motivate students to respond in ways that more routine teaching aids, such as use a

textbook or a sentence on the board, cannot.” Moreover, they also added that pictures can also be used in different activities to increase learning and practice. Pictures introduce a great deal of variety into the classroom.

5. The Steps of Using Picture Series

The teaching reading of procedure text, which is facilitated in some pictures, has some activities on it. According to Subekti (2014, p.25) there are some steps of using picture Series in teaching reading of procedure text.

- a. The teacher divided the class into 9 groups (one group consists of three students).
- b. The teacher asks the students' ideas or experiences related to the material that will be discussed.
- c. The teacher gives jumbled parts of pictures related to the material.
- d. The teacher asks the students to arrange the jumbled part into a good arrangement.
- e. The teacher gives the students a procedural text.
- f. The teacher asks the students to read the passage and ensure their picture arrangement based on the text.
- g. The teacher asks the students to write unfamiliar words in the whiteboard and ask them to look up the meaning in the dictionary and write them in their book.
- h. The passage is discussed and the teacher gives the right arrangement of the picture.

- i. The teacher makes a quiz related to the procedure text discussed in the meeting.
- j. After four meetings, the teacher conducts a test to measure students' comprehension in procedure text.

6. The Advantages and Disadvantages of Using Picture

According to Gerlach (1980, p. 277 as cited in Subekti (2014, p. 24) pictures have several advantages and disadvantages.

a. The Advantages of Picture

- 1) Pictures are inexpensive and widely available.
- 2) Pictures provide common experiences for entire group.
- 3) The visual detail makes it possible to study subjects which would otherwise be impossible.
- 4) Pictures can help to prevent and correct misconceptions.
- 5) Pictures offer a stimulus to further study, reading, and research.
- 6) Pictures help to focus attention and to develop critical judgment.
- 7) Pictures are easily manipulated.

b. The Disadvantages of Picture

- 1) Sizes and distances are often distorted.
- 2) Lack of some color in some pictures limits proper interpretations.
- 3) Students do not always know how to read pictures.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discussed about research method that consist of research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

In this research, the researcher was collect, process, and analyze the data to get the conclusion of the study. This research is a quantitative research. The design of this research is the experimental design. Experimental design involves a study of the effect of the systematic manipulation of one variable on another variable. According to Creswell (2012, p. 295) in an experiment, the researcher test an idea (practice or procedure) to determine whether the independent variable influences the dependent variable.

In this research, the researcher uses a quasi-experimental design because it is not possible to randomly assign subjects to treatment groups. It is supported by Creswell (2012, p. 309) stated that “quasi-experiments include assignment, but not a random assignment of participants to groups”. The characteristics of the quasi-experimental design are: 1) having more than one variable, 2) having a control group, 3) independent variable is manipulated, and 4) the other variables are controlled (Sukardi, 2007, p. 186). A quasi-experimental design aims to investigate the cause and effect of the object of research. This was related to the objectives of the study.

B. Population and Sample

1. Population

Population is defined as the area in which the writer trying to get information. According to Creswell (2012, p. 142) “population is a group of individuals who have the same characteristic”. The population of this research was the students of MA Hidayatul Insan Palangka Raya which numbered 145 students. The data was getting when the researcher doing the pre-observation on August, 26th 2020 in MA Hidayatul Insan Palangka Raya.

The population of this research was presented in the following table:

Table 3.1 the Number of Population

	Students' Classes	Numbers of Students	Total of Students
X	X Bahasa (Tahfiz)	24	68
	X MIA (Tahfiz)	16	
	X Matematika & Ilmu Alam	14	
	X Bahasa & Ilmu Budaya	14	
XI	XI Matematika dan Ilmu Alam	15	41
	XI Bahasa dan Ilmu Budaya	26	
XII	XII Ilmu Keagamaan	26	36
	XII Matematika dan Ilmu Alam	10	
Total Population			145

2. Sample

A sample is a number of the population of a larger group. According to Creswell (2012, p. 142) “sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population”. In this research, the researcher was taken class XI as a sample. The researcher used cluster sampling to take the sample. Cluster sampling

refers to groups or chunk of elements that would heterogeneity among members within each group are chosen for study (Sabarun, 2013, p. 2). Cluster sampling is sampling in which intact groups, not individuals. Cluster sampling is sometimes used in educational research with the classroom as the unit of sampling.

According to the teacher, class XI Matematika dan Ilmu Alam and XI Bahasa dan Ilmu Budaya have represented the average English achievement of whole the population. The teacher also stated that in class XI Bahasa dan Ilmu Budaya was still very few students of class who has the ability to understand English. So, it helped the researcher to choose that class as a sample of the research. That's why the researcher choose class XI Bahasa dan Ilmu Budaya as an experiment class and class XI Matematika dan Ilmu Alam as control class.

The sample of this research was presented in the following table:

Table 3.2 the Number of Sample

No.	Students' Classes	Number of Students
1	XI Bahasa dan Ilmu Budaya (Experiment Class)	26
2	XI Matematika dan Ilmu Alam (Control Class)	15
Total		41

C. Research Instrument

1. Research Instrument Development

There was only one instrument used in this research. The instrument of collecting data was used by the researcher to get the data observation

was used as a test. The test was used to measure the students' comprehension in procedure text. The test was in the form of a multiple-choice test.

The test was used in this research was pre-test and post-test. The pre-test was carried out before implementing picture series in reading comprehension in procedure text. The function of pre-test was to measure students' reading comprehension at first. Meanwhile, the post-test was implemented after using picture series in reading comprehension of procedure text. The function of post-test was to know how are the students' reading comprehension in procedure text after they taught by using picture series.

The following table was presented for the test item specification of reading comprehension test.

Table 3.3 Test Item Specification

Indicator	Question Indicator	Question Number	Total
Menentukan deskripsi umum dari teks prosedur	Gagasan pokok	1, 5, 20, 21, 36	5
	Informasi tersurat	3, 6, 10, 14, 15, 18, 19, 22, 23, 26, 30, 35, 37, 38, 39	15
	Tujuan dari sebuah teks	12, 16, 32, 40	4
Menemukan informasi rinci (<i>detail information</i>) dari teks prosedur	Informasi spesifik/detail	4, 7, 13, 27, 28, 34	6
	Langkah-langkah	2, 8, 9, 11, 17, 24, 25, 29, 31, 33	10
Total			40

Then, the research gave scores to the students' result of pre-test and post-test by using the formula: (Anas Sudijono as cited in Hasanah, 2016, p. 76).

$$\text{Score} = \frac{B}{N} \times 100$$

Where: B : Frequency of the correct answers

N : Number of test items

In connection with the scores of students' test, to judge the students' grades and the level of reading comprehension, the researcher has used the criteria from the standard of evaluation for the students' scores. However, they were simplified into five classifications of students' scores (Depdikbud, 2004, p. 10) as can be seen in the following table:

Table 3.4 the Classification of Students' Reading Comprehension

No.	Interval	Criteria
1	86 – 100	Excellent
2	66 – 85	Good
3	46 – 65	Enough
4	26 – 45	Poor
5	Under 25	Failed

2. Research Instrument Try Out

Instrument try out is the process of trying the test instrument into a group of people that have similarities with the sample of the research. It was done in order to:

- a. Find out whether the test instrument is correct to be used for collecting the data needed.

- b. Find out whether the instruction is clear and understandable for the students.
- c. Give evidence to support the instrument's validity and reliability.

In this research, the researcher conducts the try out based on the following ways:

- a. The researcher came to the place where the try out would be conducted; that was MA Hidayatul Insan Palangka Raya in a different class.
- b. The researcher explained the way to accomplish the try out test.
- c. The researcher gives 2 x 40 minutes to the students to do the test.
- d. The researcher collects the answer sheets of try out from the students.
- e. Then, the researcher reevaluates the result of try out in order to determine whether the test instruments were reliable or not.

The researcher was tested the questions that used to collect data. Try out was conducted on September, 1st 2020 in class XI MA Hidayatul Insan Palangka Raya. The result of try out shows that all of the questions was valid. It meant that the researcher can use the questions to collect the data on this research. The result of try out is presented in the appendix.

3. Research Instrument Validity

Gronlund (1998, p. 226) states that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. It means that the

researcher was concerned how well a test determines whether or not students have reached a set of goals or levels of competence.

In this case, the researcher wants to know whether the test gave could measure the students' comprehension in procedure text or not by choosing the topic which is based on the curriculum and syllabus implemented by the school textbook. In addition, Sudjana and Ibrahim (1989, p. 1170) defined that the term of validity is:

“Validitas berkenaan dengan ketepatan alat ukur terhadap konsep yang di ukur, sehingga betul-betul mengukur apa yang seharusnya diukur.”

It means that the test should be valid since it measures what it is supposed to measure.

In this research, there were two validities that would be proved. These were construct validity and content validity.

a. Construct Validity

The test is called valid in terms of its construction if it shows the presence of the relationship between the concept and theory of the competence needed to accomplish the text. In this study, the achievement of students in mastering reading of procedure text will clearly evaluate students' comprehension of the type of texts.

b. Content Validity

The instrument also should be valid in its content, where the items to be tested, should be in line with the syllabus content and textbook

content that the student use. To prove the test instrument is valid by content, the writer had consulted its content based on the syllabus and the textbook use.

4. Research Instrument Reliability

According to Ary (2010, p. 237), Reliability is concerned with the effect of the error on the consistency of scores. Reliability is consistent in measuring whatever it is measuring. Then, Heaton (1988, p. 162) stated that reliability is a necessary characteristic of any good test: for it to be valid all, a test must be reliable as a measuring instrument.

D. Data Collection Procedure

The data of this research were taken from pre-test and post-test. To get the data, the researcher used some procedures such as:

1. The researcher chosen the population of the research.
2. The researcher was carry out pre-observation to find out the total of the population that will be the subject of research.
3. The researcher was determined the class as a sample in this research.
4. The researcher was determined the class, the first class was experiment class and the second class was the control class.
5. The researcher was conducted a validation test and analyze the results of the validation test.
6. The researcher gave a pre-test to both of the classes and examine the result of the pre-test.

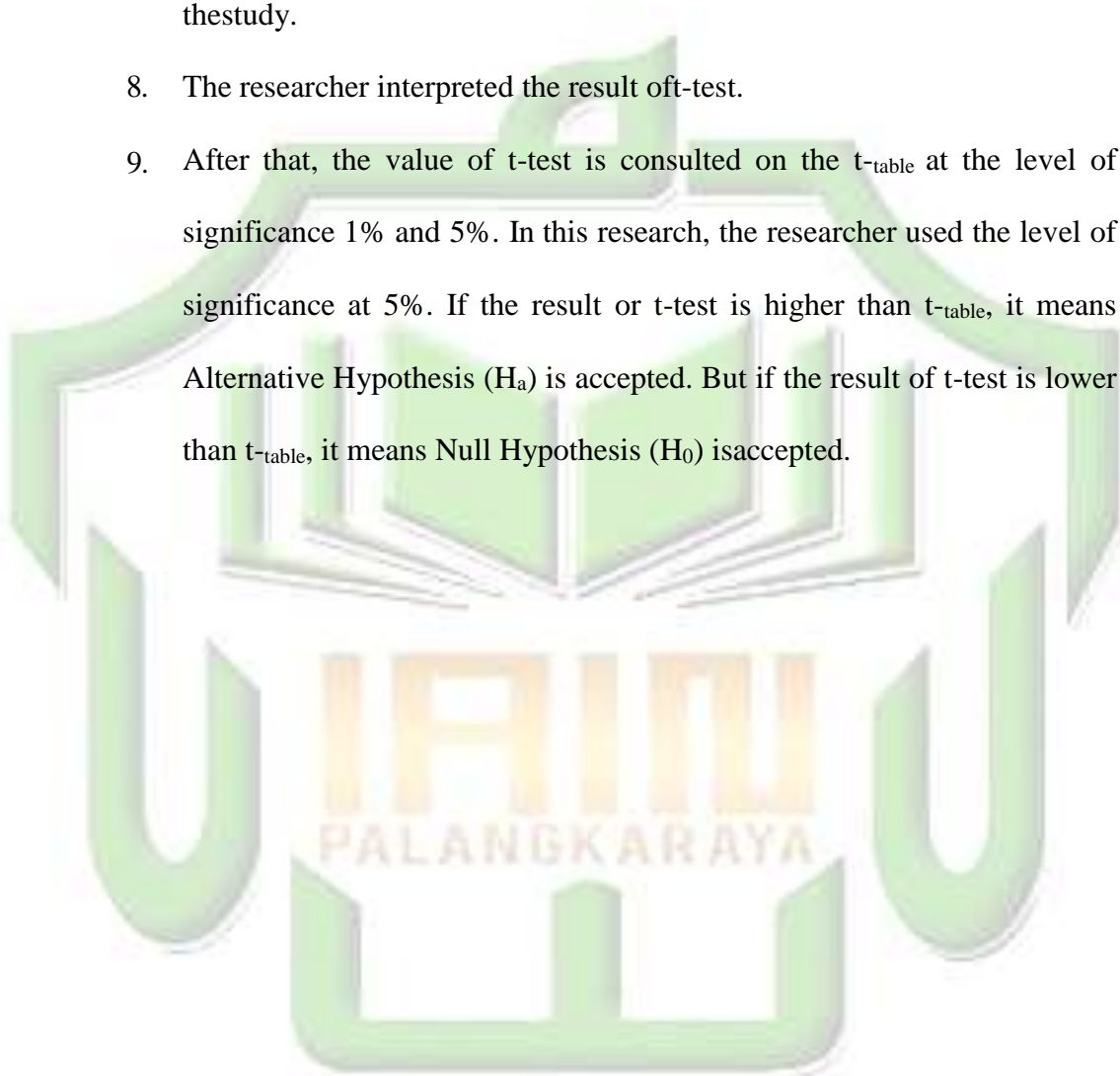
7. The researcher gave the treatment (teaching) to the experiment class by using picture series and taught the control class by using PPTslide.
8. After carry out four treatments, the researcher gave a post-test to both classes and examine the result of thepost-test.
9. The researcher gave the score to the students' answers (pre-test and post-test).
10. The researcher was analyzed the data.

E. Data Analysis Procedure

According to Creswell (2012, p.75), there are several interrelated steps used in the process of analyzing quantitative data, such as prepare the data for analysis that consists of scoring the data, determining the types of scores to use, selecting a computer program, inputting the data into the program for analysis, and clearing the data. The researcher was used a statistical independent sample t-test to answer the problem of the research. In order to analyze the data, the researcher did some procedures.

1. The researcher gave a test to the eleventh-grade students at MA Hidayatul Insan Palangka Raya.
2. The researcher collected the data of the students work sheet test result.
3. The researcher examined the students' scores.
4. The researcher tabulated the data into the distribution of frequency of score table, then found the mean, standard deviation, and standard error of variable (Experiment Class and Control Class) by using the statistical test.

5. The researcher used the statistical test to normality test and homogeneity test.
6. The researcher calculated the result of t_{observed} is compared with t_{table} by 5% degree of significance.
7. The researcher calculated the data by using t-test to test the hypothesis of the study.
8. The researcher interpreted the result of t-test.
9. After that, the value of t-test is consulted on the t_{table} at the level of significance 1% and 5%. In this research, the researcher used the level of significance at 5%. If the result of t-test is higher than t_{table} , it means Alternative Hypothesis (H_a) is accepted. But if the result of t-test is lower than t_{table} , it means Null Hypothesis (H_0) is accepted.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher described the obtained data of the students' reading comprehension before and after taught by using picture series. The presented data consists of data presentation, research findings, and discussion

A. Data Presentation

1. The Result of Pre-test and Post-test Scores of Experiment Class

In this section, it would be described the obtained data of improvement the students' reading comprehension before and after treatment by picture series and taught by PPT slide. The presented data consisted of students' pre-test and post-test scores, distribution of frequency, the mean of students' score, standard deviation, and standard error.

a. The Result of Pre-test Scores

To get the students' scores at first, the researcher gave a pre-test to the students. The multiple-choice test consisted of 40 items test. The pre-test was conducted on September, 19th 2020. The students' pre-test scores were distributed in the following table in order to measure the students' reading comprehension before conducting the treatment.

Table 4.1 the Students Pre-test Score of Experiment Class

No.	Name of Students	Score	Category
1	Ahmad Damhani	22.5	Failed
2	Ainun Nadia	22.5	Failed
3	Alif Wijanarko	32.5	Poor
4	Alinda Nurin Hasana	27.5	Poor

5	Aprilia Putri	35	Poor
6	Boby Al Gafari	22.5	Failed
7	Delima	35	Poor
8	Hamli	17.5	Failed
9	Ilham Saputra	17.5	Failed
10	Intan Kurnia	27.5	Poor
11	Jahratun Nisa	32.5	Poor
12	Jumratul Aulia	20	Failed
13	Luciana	35	Poor
14	Maudiatul Hayati	27.5	Poor
15	Melda Safira	20	Failed
16	Miftahul Rahmah	37.5	Poor
17	Miranda	12.5	Failed
18	Muhammad Alfi Badali	20	Failed
19	Muhammad Juhril	10	Failed
20	Muhammad Zaini	30	Poor
21	Nur Puji Lestari	20	Failed
22	Ratna Sari	17.5	Failed
23	Rian Fedianto	27.5	Poor
24	Rima Syatira	22.5	Failed
25	Shika Annisa	10	Failed
26	Wahnida	22.5	Failed
Total		625	
Mean		24.04	
Highest Score		38	
Lowest Score		10	

Based on the table above, it can be seen that the mean score of students pre-test score was 24.04 with the highest score was 38 and the lowest score was 10. Besides that, there were 14 students who got failed scores and 12 students who got poor scores. It can be concluded that the students' pre-test scores of experiment class has lowest scores in reading comprehension of procedure text.

Then, to determine the distribution of frequency, standard error of mean, standard deviation, and standard error were calculated using SPSS program.

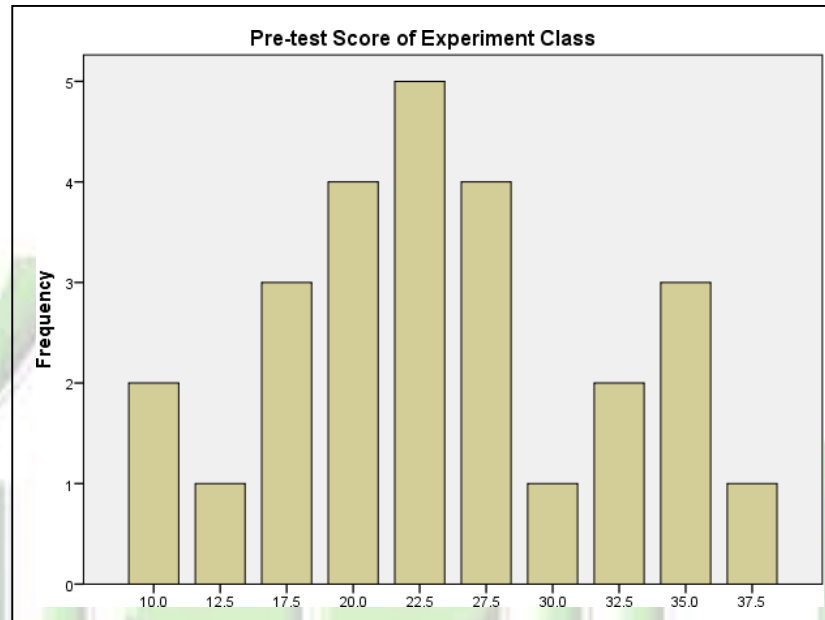


Figure 4.1 the Distribution of Frequency on Pre-test Score of Experiment Class

The bar chart depicts the students' pre-test scores of experiment class. There were two students who got scores 10 with categorized failed, a student who got score 12.5 with categorized failed, three students who got score 17.5 with categorized failed, four students who got score 20 with categorized failed, and five students who got score 22.5 with categorized failed. Besides that, there were four students who got score 27.5 with categorized poor, a student who got score 30 with categorized poor, two students who got score 32.5 with categorized poor, three students who got score 35 with categorized poor, and a student who got score 37.5 with categorized poor.

So, it can be concluded that the students' reading comprehension of procedure text was under the standard with categorized failed and poor. It should be increased used picture series.

Table 4.2 the Standard Error of Mean, Standard Deviation, and Standard Error

Statistics

Pre-test Score of Experiment Class

N	Valid	26
	Missing	0
Mean		24.038
Std. Error of Mean		1.5196
Median		22.500
Std. Deviation		7.7484
Minimum		10.0
Maximum		37.5
Sum		625.0

Based on the data above, it was known the minimum score was 10 and the maximum score was 37.5. For the result of calculation using SPSS program, it was found that the mean of pre-test scores was 24.038, the standard deviation 7.7484 and the standard error of mean was 1.5196.

b. The Result of Post-test Scores

To get the students' scores after conducted a treatment, the researcher gave a post-test to the students. The multiple-choice test consisted of 40 item test. The post-test was conducted on October, 1st 2020. The students' post-test scores were distributed in the following table in order to measure the students' reading comprehension after conducting the treatment.

Table 4.3 the Students Post-test Score of Experiment Class

No.	Name of Students	Score	Category
1	Ahmad Damhani	70.0	Good
2	Ainun Nadia	67.5	Good
3	Alif Wijanarko	85	Good
4	Alinda Nurin Hasana	70	Good
5	Aprilia Putri	90	Excellent
6	Boby Al Gafari	72.5	Good
7	Delima	80	Good
8	Hamli	70	Good
9	Ilham Saputra	70	Good
10	Intan Kurnia	75	Good
11	Jahratun Nisa	80	Good
12	Jumratul Aulia	67.5	Good
13	Luciana	85	Good
14	Maudiatul Hayati	75	Good
15	Melda Safira	70	Good
16	Miftahul Rahmah	87.5	Excellent
17	Miranda	67.5	Good
18	Muhammad Alfi Badali	72.5	Good
19	Muhammad Juhril	67.5	Good
20	Muhammad Zaini	75	Good
21	Nur Puji Lestari	70	Good
22	Ratna Sari	70	Good
23	Rian Fedianto	80	Good
24	Rima Syatira	75	Good
25	Shika Annisa	70	Good
26	Wahnida	75	Good
Total		1937.5	
Mean		74.52	
Highest Score		90	
Lowest Score		67.5	

Based on the table above, it can be seen that the mean score of students post-test score was 74.52 with the highest score was 90 and the lowest score was 67.5. Besides that, there were 23 students who

got good scores and 3 students who got excellent scores. It can be concluded that the students' post-test scores of experiment class was increase significance after treatment used pictures series.

Then, to determine the distribution of frequency, standard error of mean, standard deviation, and standard error were calculated using SPSS program.

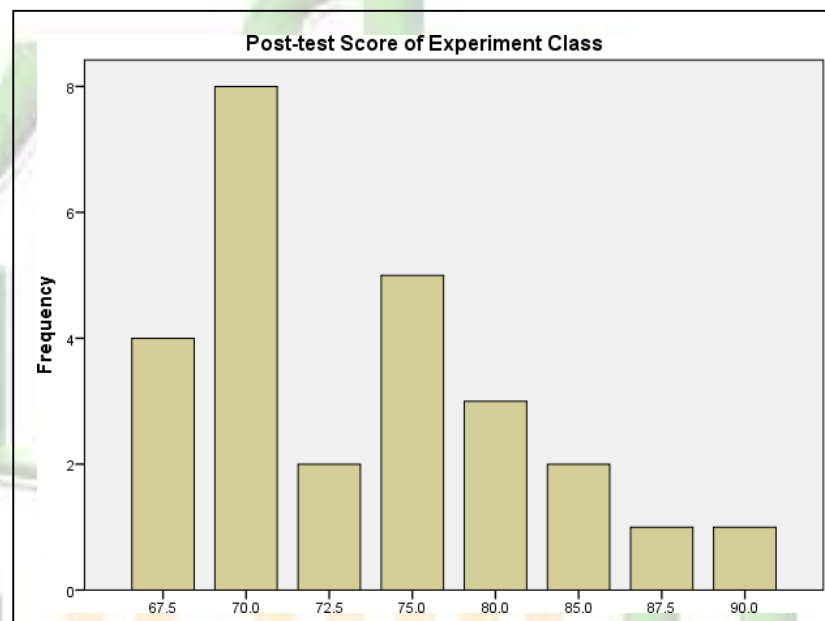


Figure 4.2 the Distribution of Frequency on Post-test Score of Experiment Class

The bar chart depicts the students' post-test scores of experiment class. There were four students who got score 67.5 with categorized good, eight students who got score 70 with categorized good, two students who got score 72.5 with categorized good, and five students who got score 75 with categorized good. Besides that, there were three students who got score 80 with categorized good, two students who got score 85 with categorized good, a student who got score 87.5 with

categorized excellent, and a student who got score 90 with categorized excellent.

So, it can be concluded that the students' reading comprehension of procedure text was increased significantly after treatment or taught used picture series with categorized good and excellent.

Table 4.4 the Standard Error of Mean, Standard Deviation, and Standard Error

Statistics		
Post-test Score of Experiment Class		
N	Valid	26
	Missing	0
Mean		74.519
Std. Error of Mean		1.2936
Median		72.500
Std. Deviation		6.5962
Minimum		67.5
Maximum		90.0
Sum		1937.5

Based on the data above, it was known the minimum score was 67.5 and the maximum score was 90. For the result of calculation using SPSS program, it was found that the mean of post-test scores was 74.519, the standard deviation 6.5962 and the standard error of mean was 1.2936.

2. The Result of Pre-test and Post-test Scores of Control Class

a. The Result of Pre-test Scores

To get the students' scores at first, the researcher gave a pre-test to the students. The multiple-choice test consisted of 40 items test. The pre-test was conducted on September, 21st 2020. The students'

pre-test scores were distributed in the following table in order to measure the students' reading comprehension before taught used PPT slide.

Table 4.5 the Students Pre-test Score of Control Class

No.	Name of Students	Score	Category
1	Aditya Nugroho	25	Failed
2	Ajeng Nur Aini	35	Poor
3	Andayani Suryati	37.5	Poor
4	Detty Andayani	25	Failed
5	Fathul Wahab	15	Failed
6	Fitria	35	Poor
7	Herna Rahmawati	30	Poor
8	Khairul Amin	35	Poor
9	Nadzirotul Munawaroh	27.5	Poor
10	Nasrun Amin	25	Failed
11	Nor Fitriyani	22.5	Failed
12	Nur Alfiatul Laili	20	Failed
13	Raudayati	25	Failed
14	Sarmila	20	Failed
15	Selfi Arinie	25	Failed
Total		402.5	
Mean		26.83	
Highest Score		38	
Lowest Score		15	

Based on the table above, it can be seen that the mean score of students pre-test score was 26.83 with the highest score was 38 and the lowest score was 15. Besides that, there were 9 students who got failed scores and 6 students who got poor scores. It can be concluded that the students' pre-test scores of control class has lowest scores in reading comprehension of procedure text.

Then, to determine the distribution of frequency, standard error of mean, standard deviation, and standard error were calculated using SPSS program.

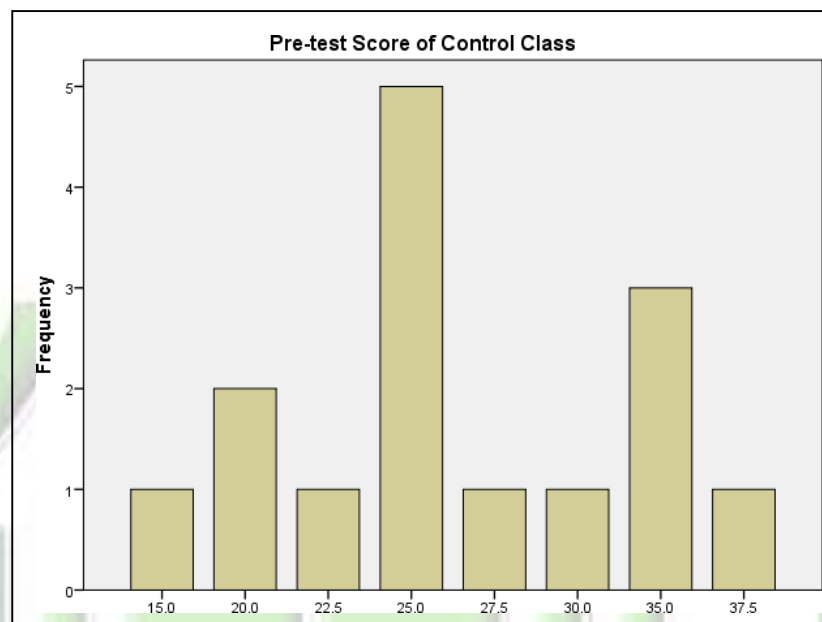


Figure 4.3 the Distribution of Frequency on Pre-test Score of Control Class

The bar chart depicts the students' pre-test scores of control class.

There were a student who got score 15 with categorized failed, two students who got score 20 with categorized failed, a student who got score 22.5 with categorized failed, and five students who got score 25 with categorized failed. Besides that, there were a student who got score 27.5 who got score poor, a student who got score 30 with categorized poor, three students who got score 35 with categorized poor, and a student who got score 37.5 with categorized poor.

So, it can be concluded that the students' reading comprehension of procedure text was still low with categorized failed and poor.

Table 4.6 the Standard Error of Mean, Standard Deviation, and Standard

Statistics

Pre-test Score of Control Class

N	Valid	15
	Missing	0
Mean		26.833
Std. Error of Mean		1.6809
Median		25.000
Std. Deviation		6.5101
Minimum		15.0
Maximum		37.5
Sum		402.5

Error

Based on the data above, it was known the minimum score was 15 and the maximum score was 37.5. For the result of calculation using SPSS program, it was found that the mean of pre-test scores was 26.833, the standard deviation 6.5101 and the standard error of mean was 1.6809.

b. The Result of Post-test Scores

To get the students' scores after taught used PPT slide, the researcher gave a post-test to the students. The multiple-choice test consisted of 40 item test. The post-test was conducted on October, 1st 2020. The students' post-test scores were distributed in the following table in order to measure the students' reading comprehension after taught used PPT slide.

Table 4.7 the Students Post-test Score of Control Class

No.	Name of Students	Score	Category
1	Aditya Nugroho	65	Enough
2	Ajeng Nur Aini	80	Good
3	Andayani Suryati	85	Good
4	Detty Andayani	67.5	Good
5	Fathul Wahab	55	Enough
6	Fitria	75	Good
7	Herna Rahmawati	60	Enough
8	Khairul Amin	80	Good
9	Nadzirotul Munawaroh	70	Good
10	Nasrun Amin	62.5	Enough
11	Nor Fitriyani	60	Enough
12	Nur Alfiatul Laili	65	Enough
13	Raudayati	65	Enough
14	Sarmila	70	Good
15	Selfi Arinie	50	Enough
Total		1010	
Mean		67.33	
Highest Score		85	
Lowest Score		50	

Based on the table above, it can be seen that the mean score of students post-test score was 67.33 with the highest score was 85 and the lowest score was 50. Besides that, there were 8 students who got enough scores and 7 students who got good scores. It can be concluded that the students' post-test scores of control class was increase significance after taught used PPT slide.

Then, to determine the distribution of frequency, standard error of mean, standard deviation, and standard error were calculated using SPSS program.

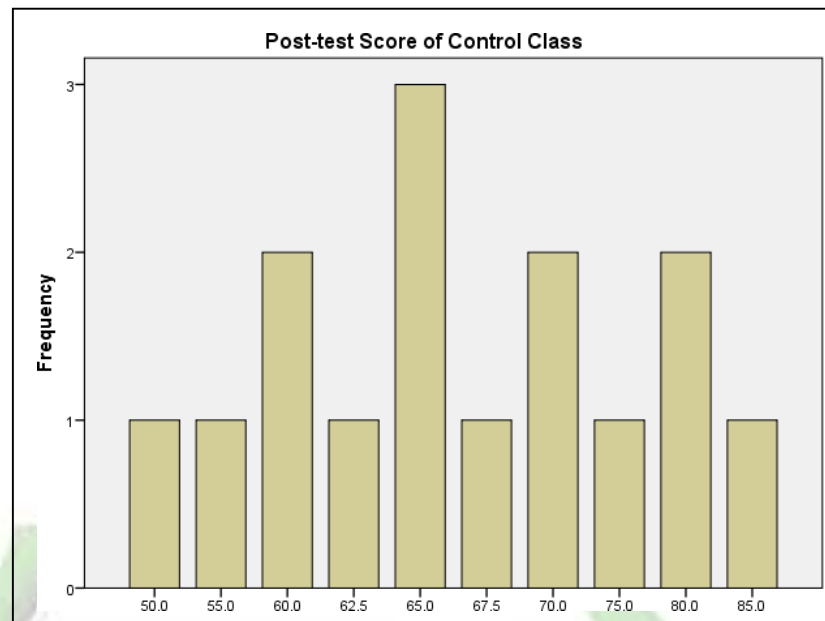


Figure 4.4 the Distribution of Frequency of Post-test Score of Control Class

The bar chart depicts the students' post-test scores of control class. There were a student who got score 50 with categorized enough, a student who got score 55 with categorized enough, two students who got score 60 with categorized enough, a student who got score 62.5 with categorized enough, and three students who got score 65 with categorized enough. Besides that, there were a student who got score 67.5 with categorized good, two students who got score 70 with categorized good, a student who got score 75 with categorized good, two students who got score 80 with categorized good, and a student who got score 85 with categorized good.

So, it can be concluded that the students reading comprehension of procedure text was increase after taught used PPT slide with categorized enough and good.

Statistics

Post-test Score of Control
Class

N	Valid	15
	Missing	0
Mean		67.333
Std. Error of Mean		2.4936
Median		65.000
Std. Deviation		9.6578
Minimum		50.0
Maximum		85.0
Sum		1010.0

Table 4.8 the Standard Error of Mean, Standard Deviation, and Standard Error

Based on the data above, it was known the minimum score was 50 and the maximum score was 85. For the result of calculation using SPSS program, it was found that the mean of post-test scores was 67.333, the standard deviation 9.6578 and the standard error of mean was 2.4936.

B. Research Findings

1. Testing Normality and Homogeneity

a. Testing of Data Normality

The normality test was used to know the data that was going to analyze whether both groups have normal distribution or not. The normality test used SPSS program to measure the normality of the data.

To know the normality of data, the formula can be seen as follows:

If the number of sample $> 50 =$ Kolmogorov-Smirnov

If the number of sample $< 50 =$ Shapiro-Wilk

The researcher's number of the data was $41 < 50$, so to analyzed normality data the researcher used Shapiro-Wilk. The next step, the researcher analyzed normality of data by using formula as follows:

If significance $> 0.05 =$ data is normal distribution

If significance $< 0.05 =$ data is not normal significance

Tests of Normality							
Experiment and Control Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Scores	Experiment Class	.156	26	.106	.955	26	.304
	Control Class	.211	15	.071	.933	15	.305

a. Lilliefors Significance Correction

Table 4.9 the Normality Distribution Test on the Pre-test Scores of the Experiment and Control Class

Based on the test of normality output, the significance value for the experiment class was 0.304, while the significance value for the control class was 0.305. It can be concluded the data for experiment and control class were normally distributed because the significance value was greater than 0.05.

Table 4.10 the Normality Distribution Test on the Post-test Scores of the Experiment and Control Class

Tests of Normality							
Experiment and Control Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test Scores	Experiment Class	.215	26	.003	.863	26	.003
	Control Class	.129	15	.200 [†]	.974	15	.910

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the test of normality output, the significance value for the experiment class was 0.003, while the significance value for the

control class was 0.910. It can be concluded the data for experiment class was not normally distributed because the significance value was lower than 0.05. While the data for the experiment class was normally distributed because the significance value was greater than 0.05.

b. Testing of Data Homogeneity

The criteria of homogeneity if the value of (probability value/ critical value) was higher than or equal to the level significance alpha defined ($r > a$), meaning the distribution was homogeneity.

To know the homogeneity of data, the formula can be seen as follows:

If significance > 0.05 = data is homogeneous

If significance < 0.05 = data is not homogeneous

The following table was the homogeneity data on the pre-test score of the experiment class and control class.

Table 4.11 the Homogeneity Test on the Pre-test Scores of the Experiment and Control Class

Test of Homogeneity of Variances			
Pre-test Scores			
Levene Statistic	df1	df2	Sig.
.839	1	39	.365

Based on the SPSS program output above, the significant value on the pre-test scores of the experiment and control class was 0.365. This means that the experiment and control class have the same variant or homogeneous because the value was higher or $0.365 > 0.05$.

Besides, the researcher also calculated the homogeneity test on students' post-test scores of experiment and control class.

Table 4.12 the Homogeneity Test on the Post-test Scores of the Experiment and Control Class

Test of Homogeneity of Variances

Post-test Scores			
Levene Statistic	df1	df2	Sig.
2.223	1	39	.144

Based on the SPSS program output above, the significant value on the pre-test scores of the experiment and control class was 0.144. This means that the experiment and control class have the same variant or homogeneous because the value was higher or $0.144 > 0.05$

2. Testing Hypothesis

The researcher applied SPSS program to calculate the t-test in the testing the hypothesis of the research. The criteria of H_0 is accepted when $t_{observed} < t_{table}$ and H_0 is refused when $t_{observed} > t_{table}$. Then, the criteria of H_a is accepted when $t_{observed} > t_{table}$ and H_a is refused when $t_{observed} < t_{table}$.

The result of the t-test used SPSS was presented in the following table:

Table 4.13 the Standard Deviation and Standard Error of Experiment Class and Control Class on Post-test

Group Statistics					
Experiment and Control Class		N	Mean	Std. Deviation	Std. Error Mean
Post-test Scores	Experiment Class	26	74.519	6.5962	1.2936
	Control Class	15	67.333	9.6578	2.4936

The table showed the standard deviation calculation of experiment class was 6.5962 and the result of the standard error of mean calculation

was 1.2936. The result of the standard deviation calculation control class was 9.6578 and the result of the standard error of mean was 2.4936.

Next was the result of t-test used SPSS program that showed in the following table.

Table 4.14 the Result of t-test Used SPSS Program

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test Scores	Equal variances assumed	2.223	.144	2.829	39	.007	7.1859	2.5401	2.0481	12.3237
	Equal variances not assumed			2.558	21.670	.018	7.1859	2.8092	1.3548	13.0170

The table showed the result of the t-test calculation using SPSS program. The table was the main table from the analysis of the independent sample t-test. The result of the post-test between the experiment class and the control class has the same variant. It meant the t-test calculation used at the equal variances assumed. It found that the result of the $t_{observed}$ was 2.829. Then, the result of the mean difference between the experiment class and the control class was 7.1859, and the standard error difference between the experiment class and the control class was 2.5401. On the other hand, the value of sig (two-tailed) was $0.007 < 0.05$, so that there were differences in the score points between the experiment class and the control class. Based on the descriptive value, it was evident that the

experiment class taught using picture series scored higher than the control class taught using PPT slide.

Besides that, it can be seen that the t_{observed} was got a higher score than t_{table} or $2.829 > 2.02$, so H_a stated that there is significant effect of picture series on students' reading comprehension of procedure text at MA Hidayatul Insan Palangka Raya was accepted and H_0 stated that there is significant effect of picture series on students' reading comprehension of procedure text at MA Hidayatul Insan Palangka Raya was refused.

3. Interpretation of the Result

To examine the truth or the false of null hypothesis stated that there is no significant effect of picture series on students' reading comprehension of procedure text, the result of sig (two-tailed) was lower ($0.007 < 0.05$), so H_a was accepted and H_0 was refused. The result of t-test was interpreted on the result of degree of freedom to get the t_{table} . The result of the degree of freedom (df) was 39, it found from total number of the students in both group minus 2. The following table was the result of t_{observed} and t_{table} from df at 5% level.

Table 4.15 the Result of t-test Manual Calculation

Class of Students	t_{observed}	t_{table}		df
		5%	1%	
Experiment Class and Control Class	2.829	2.02	2.71	39

In the interpretation the result of the t-test, it was found the t_{observed} was greater than the t_{table} at a 5% significance level or $2.829 > 2.02$. It

meant that H_a was accepted, and H_0 was refused. The mean of the experiment class was 74.519 higher than the mean of the control class 67.333. So, there was a very significant difference between the experiment class and the control class. The score of the experiment class was greater than the score of the control class.

It could be interpreted based on the result of the calculation that H_a stated that there is significant effect of picture series on students' reading comprehension of procedure text at MA Hidayatul Insan Palangka Raya was accepted. At the same time, H_0 stated that there is no significant effect of picture series on students' reading comprehension of procedure text at MA Hidayatul Insan Palangka Raya was refused. It meant that teaching reading used picture series affects students reading comprehension of procedure text at MA Hidayatul Insan Palangka Raya.

C. Discussion

In teaching and learning, a picture series was used by the researcher to teach students on the experiment class. A picture series can help students to increase their ability in learning reading comprehension of procedure text. The students can improve their score on post-test after treatment or teaching used picture series. While, in the control class the researcher taught the students used PPT slide (the strategy that used by the English teacher). The control class also can improve their score after taught used PPT side, but there were some students got medium score in categorized enough.

Based on the result analysis of the data, it showed that there is significant effect of picture series on teaching reading comprehension of procedure text. The students taught by picture series got a higher score on post-test than the students taught by PPT slide. It can be seen from the mean score of pre-test and post-test. The mean score of the experiment class on the pre-test was 24.038 and the mean score on the post-test was 74.519. While in control class, the mean score on the pre-test was 26.833 and the mean score on the post-test was 67.333. Based on the score, it can be seen that the mean score on the post-test of the experiment class was higher than the mean score of the pre-test. It indicated that the students reading comprehension of procedure text were increased after conducting treatment used picture series.

Meanwhile, after the data was calculated used independent sample t-test, the result showed that the t_{observed} was greater than the t_{table} at a 5% significance level or $2.829 > 2.02$. The findings of the research interpreted that H_a stated that there is significant effect of picture series on students' reading comprehension of procedure text at MA Hidayatul Insan Palangka Raya was accepted and H_0 stated that there is significant effect of picture series on students' reading comprehension of procedure text at MA Hidayatul Insan Palangka Raya was refused.

The researcher believed that picture series can improve students reading comprehension. It also could be seen from the implementation of this media in the class. Students who have experienced reading text with picture series had more comprehending text, easy to remember the text, and high motivation in

reading. Besides, picture series help students reading, understanding text, support students reading and help them make meaning of text also by using picture series can support students reading who are unable to read can provide them with illustration, however, use picture series and word images is a creative and appropriate way to express meaning.

This research also conducted by Lailitsani (2017). The result of the result showed that picture series give an effect on students' reading comprehension of procedure text. Then, Novita and Kristiawan (2017) also conducted the research of picture series that focus on analytical exposition text with result showed that teaching reading by using Picture Series was accepted statistically or picture series gave significant effect on students' reading comprehension. Besides that, Rusrianti (2017) and Kamalia (2016) also conducted a research about picture series that focus on narrative text with the result showed that picture series was effective and successful to improve the students' reading comprehension especially for the narrative text. So, it can be concluded that pictures series was recommended for used in teaching reading comprehension. On the other hand, in the process of collecting the data, the researcher faced some problems. First, the researcher cannot manage the time properly so that there were some students who cannot complete their assignments during treatment or teaching. Second, the researcher found it difficult to organize the class. Some students often leave the classroom during the learning process. Some students also did not pay attention to what the researcher explained. To overcome these problems, the researcher tightens the learning proses by

making the best used of time. Then, the researcher also gave a warning to students who often leave the classroom and students who did not pay attention by asking them to explain the material that the researcher had explained.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion about the result of the study. The conclusion of the study was the answer to the problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestions were expected to make better improvement and motivation for students, teacher and other researcher related to the teaching reading comprehension.

A. Conclusion

The problem of the study as stated in chapter I is “Do the students taught by using picture series have better reading comprehension than those taught by using PPT slide?”

Based on the result of data analysis, it showed that using picture series gave better scores on experiment class than the control class taught used PPT slide. The score of English reading comprehension test from the experiment class taught using picture series was significantly improved. It was proved that the students' scores of the post-test are higher than the students' scores of the pre-test in the experiment class. So, this was proved that picture series was used successfully.

It could be seen from the result of t-test. There were significantly different between t_{observed} and t_{table} . $T_{\text{observed}} > t_{\text{table}}$ or $2.829 > 2.02$ at 5% level of significance. This indicated that H_a stated that there is significant effect of picture series on students' reading comprehension of procedure text at MA Hidayatul Insan Palangka Raya was accepted. It implicated that teaching

reading used picture series gave effect toward reading comprehension at MA Hidayatul Insan Palangka Raya.

B. Suggestion

In line with the conclusion, the researcher would like to propose some suggestions for the students, teachers, and other researchers as follow:

1. The students must pay attention to the teacher's explanation.
2. The picture series was recommended to use in teaching reading comprehension. The students will get easy and more enjoyable ways to improve their reading comprehension in English by using picture series.
3. For the other researchers that will use picture series in teaching reading comprehension, the researcher suggested that future researchers should manage time well so that the teaching and learning process more effective. The researcher hopes the result of this research can be used as an additional reference, there will be further research with the different discussion which can make a revision within the development of this picture series.

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