

The Modified Of Picture Strip Story Based On Contextual Teaching and Learning to Improve Students' Reading Comprehension

Muhamad Herdiawan¹

¹(Faculty Of Education, University of Lampung, Indonesia)

Abstract:

Background: Reading skill is needed to get information. Reading is important because it can help the students to gain information such as general knowledge, subject of school. Through reading people can improve their own knowledge which is needed to insure the continuing personal growth and adapt the change in the world. Reading is one of essential activities for completing their academic task. But, it was not easy for students to finish it because there are some many difficulties in reading the text. Therefore, reading needs solution and innovation to improve students' reading comprehension. In teaching reading there are some media and strategy which are good for improving students' reading comprehension. One of the strategy is picture strip story based on contextual teaching and learning.

Materials and Methods: The researcher used quantitative approach. The research design was true experimental in a form of Pretest- Posttest Control Group Design that involved two classes as the experimental and control class because there were two different treatments. The population was the students at the Ten grade of MA WaliSongoSukajadi and there were 50 students as the research samples which are divided into experimental (XI A) and control class (XI B). There were 25 students for each class.

Results: The result show that modified picture strip story based on contextual teaching and learning improves the students reading comprehension better than conventional picture strip story, since there is significant difference of normalized gain between experimental and control class. It is revealed that t -observed is higher than t -table ($3.696 > 2.011$) with the significance level less than 0.05 ($0.001 < 0.05$). As a result, the first hypothesis is accepted.

Conclusion: Modified picture strip story based on contextual teaching and learning improves the students reading comprehension better than conventional picture strip story.

Key Word: Modified Picture Strip Story based on Contextual Teaching And Learning, Conventional Picture Strip Story, Reading Comprehension.

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I. Introduction

Essentially, reading skill is needed to get information. Reading is important because it can help the students to gain information such as general knowledge, subject of school. Through reading people can improve their own knowledge which is needed to insure the continuing personal growth and adapt the change in the world. Harvey (2008) argues that the purpose of reading is to inform something, or challenges our knowledge on certain matters. In other words, reading can help the students to broaden their experience of the world in which they live. Blachowicz (2008) state that reading is a process used for learning that inseparable from any kinds of learning including language learning. In this activity, students are in the process of comprehending the content of the text given by the teacher. In the process, the students do some tasks that are given such as finding certain information and main ideas from the texts and gathering the general description from the content of the texts.

According to Phatchara (2013) reading comprehension refers to the ability to understand information presented in written form. While this process usually entails understanding textbook assignment, reading comprehension skills also may affect one's interpretation of direction on examination, homework and completion of job applications or questionnaires. Many students still have problems with their reading comprehension because they are unable to accurately understand written materials. That is, they cannot interpret what they read and make the connection between what they read and what they have already known. When students reading a text, they will be concerned with the subject content of the text they read and the language it is expressed. Although both aspects are different kind, they involve comprehension. In order to understand the meaning of the text, students should have reading comprehension. Reading is one of essential activities for completing their academic task. But, it was not easy for students to finish it because there are some many

difficulties in reading the text. According to Lynne (2004), reading disability may be characterized by difficulties in single word reading, difficulties decoding or sounding out words, difficulties reading sight words, insufficient phonological processing and difficulties with comprehension. It is added by Caldweel (2008) state that many students with reading problems lack fluency, they do not have adequate sight word vocabularies and are forced to analyze most every words. According Brown(2007) there are many ways to be good at reading such as; the readers should know the purpose in reading, they also should have of type of material they are reading, and kinds of learning strategies can also be used in reading that can help them in comprehending the reading text. Therefore, reading needs solution and innovation to improve students' reading comprehension. In teaching reading there are some media and techniques which are good for improving students' reading comprehension. One of the media is picture strip story. According to Kunzle (1973), picture strip story comprises of graphic art for reproduction that told stories through the use of both picture and words. This media tells a complex story in a few images, provides comment and provoke thought on events and issues in the news. Picture strip story gives the example of vocabulary related to current trends and fads. The students could comprehend the material, combined with the text or visual information. Picture strip story could make students more easier to get the point of the material by the picture or images in the narrative text. This technique prepares a chance for students to develop their understanding by the image or picture.

There have been many researchers conducted the research related to using picture strip story, see e.g. (Khairunnisa' (2014), Tanjung (2014), Zainatuddar (2015), Prawarti (2015), Kosdian(2016), Eka (2017), Reza (2017), Lestari (2018), Aziz (2018), Hildaini (2018)), on which conducted that how picture strip story technique improve students speaking skill and engage them to active in the classroom. They assumed that picture strip story technique not just able to enhance students speaking skill, but also as the active technique for the students in the classroom. A similar study, had been conducted by Merch (2013), Rahmawati (2017), she had implemented the picture strip story to improve students ability in reading narrative text due have had assumed that picture strip story as the effective technique to enhance reading comprehension. A similar study by Rokhayani (2014) Arast (2016) they had implemented the comic strip to improve the students' English vocabulary. A similar study by (Rizka (2008), Novita (2014), Asrifan (2015), Katia (2015), Rahayu (2016), Fenti (2017), Charanjit (2017), Rahayu (2017), Fifin (2018)), on which conducted the using of Picture Strip Story improve students' writing skill, especially narrative text and knowing the implementation of Picture Strip Story as technique in teaching process.

Actually, several previous researches above have investigated the effectiveness of using picture strip story in teaching English of EFL learners. Previous research only use Folktales, Fables, legend as picture strip story to improve students' English ability. The previous research had not undertaken a combination between technique and theory. So, several researchers above combined picture strip story technique with the other theory. It means that picture strip story technique also cannot stand alone implemented because the procedure is still too simple to solve students' problems in reading comprehension. Therefore, researcher interesting for following up on previous research by combination picture strip story based on contextual teaching and learning theory. Researcher makes a story based on that events the occurred in the school environment, then the researcher draws a picture of the story as a media to help improvement student reading comprehension. This research, researcher will use picture strip story based on contextual teaching and learning to improve students' reading comprehension. According Jones (2003) Contextual teaching and learning (CTL) is a concept that helps teachers relate subject matter to real world situations. CTL motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives: as family members, as citizens, and as workers. It provides a conceptual framework for unifying a constellation of education theories and practices and represents one approach to improving teacher education.

Based on explanation above, the researcher should investigate of modified picture strip story based on contextual teaching and learning to improve students' reading comprehension. The researcher choose picture strip story, because it is one of the potential activity that gives students feeling of freedom to express themselves and also picture strip story can potentially useful to stimulate students want to read English more. By the modified picture strip story, it is expected that we can attain one skills of the language, for the reason that stories offer a good if not the best available source for fluency for all skills, reading comprehension. Therefore it can be varied by asking the students to memorize the sentence on their strip and then comprehension their sentences to the rest of the group or their own friend up to how we arrange the rule of the game. So teaching by using modified strip story based on contextual teaching and learning does not make students feel that the work had, also the students can be stimulate and motivation in teaching reading process. for this purpose of the research question in this study is :

II. Material And Methods

In doing the research, the researcher used quantitative approach. The research design was true experimental in a form of Pretest– Posttest Control Group Design that involved two classes as the experimental and control class because there were two different treatments. The population was the students at eleven Ten grade of MA WaliSongoSukajadi and there were 50 students as the research samples which are divided into experimental (XI A) and control class (XI B). There were 25 students for each class. Modified of picture strip story based on contextual teaching and learning implemented in experimental class and conventional picture strip story in control class were independent variable of this research.

Study Design: True Experimental Design, Quantitative.

Study Location: MA WaliSongo, Centre Lampung, Indonesia

Study Duration: 04 November 2019 to 16 November 2019.

Sample size: 50 Students.

Sample size calculation: The population was the students at eleven grade of MA WaliSongoSukajadi and there were 50 students as the research samples which are divided into two class, XIA as experimental class and XIB as control class. There were 25 students for each class

Subjects & selection method: The population was the students at eleven Ten grade of MA WaliSongoSukajadi and there were 50 students as the research samples which are divided into experimental (XI A) and control class (XI B). There were 25 students for each class. there were one dependent variables measured in this research namely the students' reading comprehension and two independent variables namely modified picture strip story based on contextual teaching and learning and conventional picture strip story. Thus, reading comprehension test were used as the instruments in this research.

Procedure Methodology

Firstly, Selecting the material. Selecting materials is the first way that the researcher should do. Selecting of the writing materials is determined by the levels of the students. Therefore, the researcher uses the syllabus of the second year of junior high school students based on school curriculum of K13 which is the curriculum used by the school. The material should cover the goal of teaching narrative text as the target of the achievement. Secondly, Determining the instrument of the research. The instrument in this research is reading test. The researcher conducts reading test for pretest and posttest which covers five aspects of reading namely main idea, specific information, reference, inference, and vocabulary. The purpose of these tests is for gathering data that are the students' reading score before and after treatment. Thirdly, Making the group. The researcher needed a group consisting of 20-30 students to conduct this research. It is taken from one of eight classes in second grade students which is chosen by teacher of MTs WaliSongoSukajadi. Therefore, the researcher will replace the teacher's teaching time in the school and focus to teach two class. Fourthly, Conducting Try Out, The researcher conducts the try out in order to make sure the reliability of the reading test. The result of try out is analyzed by Item Man. The next is, Conducting Pre-test. The pretest is given for the experimental group before the treatment (teaching reading narrative text using picture strip story based on contextual teaching and learning). The test is reading test in the forms of multiple choices and the topic of the test is narrative text. Pretest is administered to students before the treatment in attempt to measure students' initial narrative text reading ability and to make sure whether the students in experimental group had same initial ability in reading or not. The next is, Giving treatment. The research conducts the treatment which is teaching reading narrative text using Picture strip story based on contextual teaching and learning as learning media. The teacher give picture strip story to each group. the teacher give instructions for students to discuss picture strip story. After that, the teacher give full text of the story. There were three lesson plans in the process of teaching reading, which involved narrative text inside. Hopefully, those lesson plans in teaching reading process were able to generate a good reading comprehension. The finally, Conducting Post-test. Posttest is administered after treatment. It is used to know the progress of students' narrative text reading comprehension ability after being taught using Picture strip story based on contextual teaching and learning. Furthermore, it is to observe whether there is a significant difference between the control class and the experimental class. Posttest is related to the material that has been discussed in the class during treatment so the students will not be confused.

Statistical analysis

Independent group t-test on SPSS version 17 was used to analyze the difference in reading comprehension achievement between students who are taught with the CTL Based Picture Strip Story and picture strip story technique. It is a statistical technique which is aimed to test the comparative hypothesis and to examine whether there is significant difference between the means of two groups which are independent. Essentially, the hypotheses above will be accepted or rejected based on the criteria of data analysis interpretations. if the probability value or Sig (2-tailed) > 0.05, H₀ is accepted.

III. Result

After gaining the data of students' reading pretest and posttest both experimental and control class, Independent sample t-test on SPSS version 24.0 was used to compare N-Gain score of experimental and control class through Independent sample t-test by using SPSS statistics 24.0. It was aimed to investigate whether modified based on contextual teaching and learning the students' reading comprehension better than conventional picture strip story. The result can be seen at the table below:

Table 1.
The Results of Independent Sample Test of N-Gain Score Experimental and Control
Independent Samples Test

		Levene's Test for		t-test for Equality of Means						
		Equality of								
		Variances								
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest Mean of Reading	Equal variances assumed	2.894	.095	-3.696	48	.001	-5.60000	1.51508	-8.64627	-2.55373
	Equal variances not assumed			-3.696	46.693	.001	-5.60000	1.51508	-8.64848	-2.55152

The result of SPSS table above shows that the p value (0,001) is lower than 0.05 and t observed (3.103) is higher than ttable (2.011) at df (48). It means H1 is accepted and H01 is rejected. It can be inferred that modified based on process approach improves the students' reading comprehension better than conventional picture strip story.

IV. Discussion

Based on the analysis of independent group t-test, there is a statistically significant difference in reading comprehension achievement between students who are taught CTL-Based picture strip story. The result indicates that using an appropriate teaching strategy is essential in terms of improving students' reading comprehension achievements. In other words, teaching strategy is the factor that affects students' achievement after the teaching process. According Wright (1997), a strip story is a story which has been separated into smaller segments from beginning to end. These story segments do not have to contain much or many text at all in fact, a picture strip story could consist entirely of pictures similar to what one would find in a comic book. Picture strip story comprises of graphic art for reproduction that told stories through the use of both pictures and words. This technique tells a complex stories in a few images, provides comment and provoke thought on events and issues in the news. Picture strip story gives the example of vocabulary relate to current trends and fads. Conventional picture strip story is one of teaching techniques which is implemented by cooperative learning. Sloan (1991:1) in Turohmah (2012: 2) also state that strip stories means a cooperative learning group that given one or more segments of story. Considering the concept of cooperative learning, it is more than just asking students in groups and giving them a certain task to do. The principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members (Richard and Renandya, 2002: 52). Therefore, picture strip story is also believed as an effective teaching technique which can create the interactive teaching and provide the opportunity for the students to help each other in learning academic content. However, there is a weakness of conventional picture strip story found for teaching reading comprehension. Commonly, it can be applied only in pre-reading process as the group brainstorming. It means that it cannot stand alone implemented because it still has limited procedure to solve the students' problems in every reading process. Therefore, some previous studies related to using picture strip story, such as Omid et. Al. (2016:6) investigating the effect of listening to comic strip stories on incidental vocabulary learning of a pre-

intermediate Iranian EFL learners group. Khoiriyah (2011) uses comic stories to improve the students' level of vocabulary. He suggests the students identify and study words from the context on the comic reading. His findings infer that the performance of experimental group that used the comic stories for learning vocabulary is better than the control group. Karakas and Sariçoban (2012) in their study, considered the impact of subtitled animated cartoons on incidental vocabulary learning, and found out that the target words were contextualized and it became easy for participants to elicit the meanings of the words. Krčelić and Matijević's (2015) use pictures as visual media could enhance students' vocabulary and grammar skills because the simultaneous visual input provided by visual tools facilitated both teaching and learning foreign languages. Rahayu (2017) using picture series to improve the students' writing skill, especially in terms of content, organization, vocabulary, and grammar components. It could be concluded that picture series were effective towards the students' ability in writing recount texts.

Different with the previous studies above, this research was more than combined or integrated conventional picture strip story with the other theory. In this research, researcher modified conventional picture strip story based on contextual teaching and learning in order to support this technique can be applied systematically and appropriately in all of reading process processes. Basically, contextual teaching and learning is a concept that helps teachers relate subject matter to real world situations. CTL motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives: as family members, as citizens, and as workers. It provides a conceptual framework for uniting a constellation of education theories and practices and represents one approach to improving teacher education (Jones 2003). The role of contextual teaching and learning in modified picture strip story was used as the systematic structures to apply picture strip story in every reading process. Recalling the result of this research, modified picture strip story based on contextual teaching and learning is more effective than conventional one because it can give the opportunity for students to learn and help each other through working cooperatively in a picture strip story group process. Thus, all of the students can solve their problems in every reading comprehension process maximally in order to improve their skills.

V. Conclusion

The result of Independent sample t-test indicates that modified of picture strip story based on contextual teaching and learning improves the students' reading comprehension better than conventional picture strip story since there is any significant difference of Normalized Gain between experimental and control class. It can be inferred that the choice of teaching technique is one of essential factors which affects the students' reading comprehension. In this research, modified picture strip story based on contextual teaching and learning is more effective than conventional one because it can give the opportunity for students to learn and help each other.

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