

**THE IMPLEMENTATION OF PICTURE CARDS AS
TEACHING MEDIA FOR READING NARRATIVE TEXT ON
THE 11th GRADE STUDENTS OF MAN 3 BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H Saifuddin Zuhri Purwokerto as a Partial Fulfillment of
the Requirements for *Sarjana Pendidikan* (S.Pd) Degree**

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If later on my statements is not true, then I am willing to accept the applicable adademic sanctions (revocations of graduation predicate and bachelor degree)

Purwokerto, 3 November 2022

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APPROVAL SHEET

This thesis, entitled :

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BANYUMAS**

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Assalamu 'alaikum Wr.Wb.

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Wassalamu 'alaikum Wr. Wb.

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MOTTO

“ Life is like riding a bicycle. To keep your balance, you must keep moving.”

(Albert Einstein)



DEDICATION

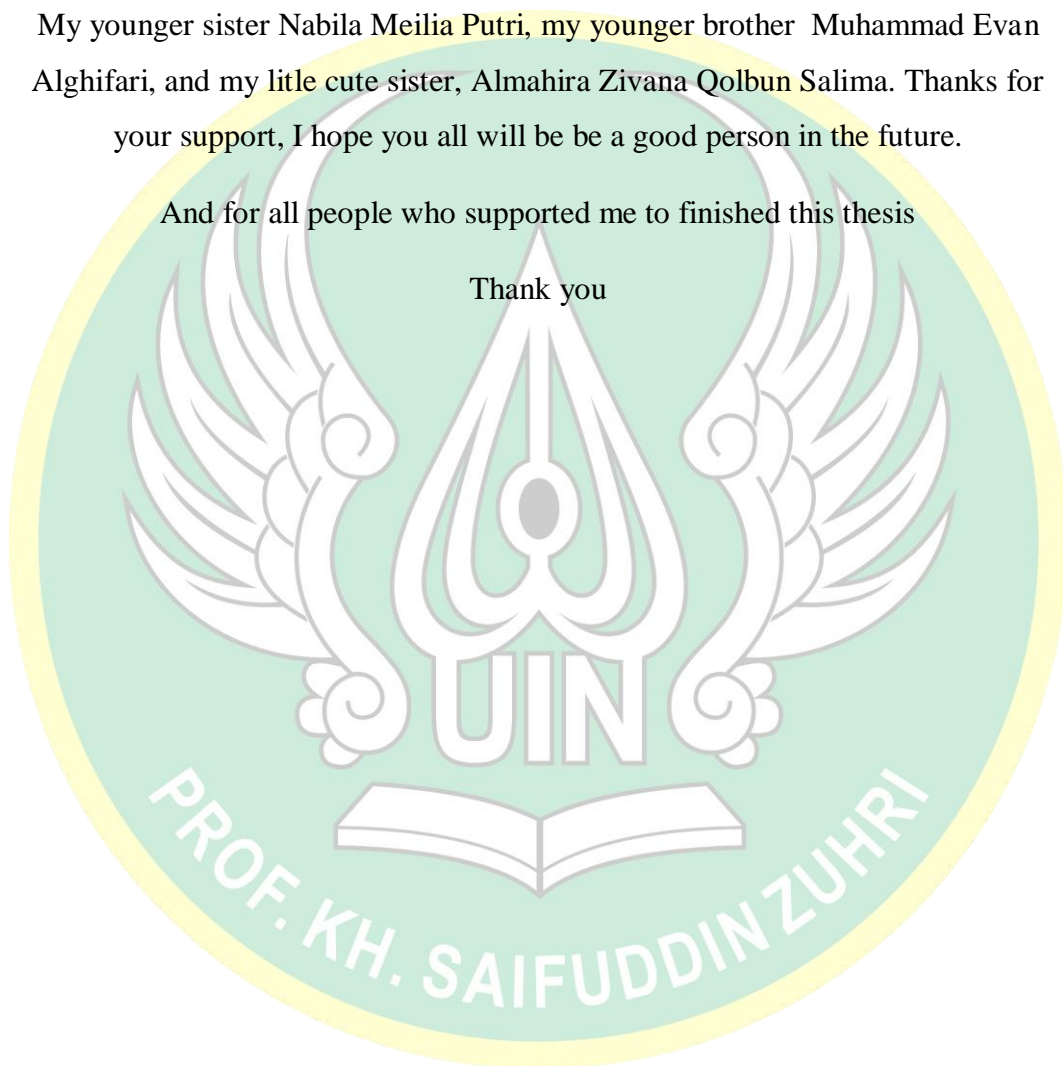
I dedicate this thesis to:

My beloved parents, my father (Sugeng Kusdiyono) and my mother (Sutarti). Thanks for your prayer and support everyday and everytime. May Allah bless you all.

My younger sister Nabila Meilia Putri, my younger brother Muhammad Evan Alghifari, and my little cute sister, Almahira Zivana Qolbun Salima. Thanks for your support, I hope you all will be be a good person in the future.

And for all people who supported me to finished this thesis

Thank you



ACKNOWLEDGEMENT

First of all, I say thanks to Allah SWT, the almighty who has been giving the mercies and blessings so that I can complete the thesis entitled “*The Implementation of Picture Cards as Teaching Media for Reading Narrative Text on the 11th Grade Students of MAN 3 Banyumas*”

This thesis presented as partial fulfillment of the requirement for obtaining the scholar degree of education (S.Pd) from the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. During the arrengment of this thesis and as long as the writer learn in State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto, the writer has gotten many directions, motivation, aid and guidance from many sides. Thus, in this chance the writer will convey the gratefulness and award as high as possible to honourable:

1. Dr. H. Suwito, M.Ag., the Dean of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, M.A., the 1st Vice Dean of the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
3. Dr. Subur, M.Ag., the 2nd Vice Dean of the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
4. Dr. Maria Ulpah, M.Si., head of Tadris department of the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
5. Desi Wijayanti Ma’rufah, M.Pd., head of English Education Program of the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

6. Dr. Sumiarti, M.Ag., the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
7. Dr. H. Munjin, M.Pd.I, the thesis supervisor who have given the best guidance to finish this work. May Allah give back the godness to you.
8. All lecturers of State Islamic University Prof Kiai Haji Saifuddin Zuhri Purwokerto that have given the knowledge so that the writer could accomplish this Thesis.
9. All staff and officials of State Islamic University of Proffesor Kiai Haji Saifuddin Zuhri Purwokerto.
10. Drs. H . Solikhin, M.Ag, the headmaster of MAN 3 Banyumas who has been giving me permission to conduct the research at the school.
11. All the teacher of MAN 3 Banyumas, especially Mrs. Dra. Anung Mumpuni, who help the writer to observed the teaching and learning process.
12. All students of MAN 3 Banyumas, especially for the 11th Grade.
13. The writer's family, my beloved father Sugeng Kusdiyono, my beloved mother Sutarti, my elder sister Nabila Meilia Putri and Almahira Zivana Qolbun Salima, my elder brother Muhammad Evan Alghifari who all have supported me to be spirit and smile and always prayed me in every steps in life.
14. My beloved grandparents Nurofik and Rochyati who alwas give prayer and support in every part of my life.
15. My future husband that always give me suport to smile and spirit in finishing my thesis.
16. All friends of TBI A'18 as my new family who had been give me many experience in life.
17. All participants who have been given me support and motivation, that cannot I mention one by one. May Allah bless you.

Finally, this thesis is hoped to be able provide useful knowledge and information for the readers although the writer realized that this thesis has weaknesses and still far from the perfect. Therefore, the constructive criticism and suggestions will be gladly accepted by the writer for the more good result from the previous experience.

Purwokerto, 24th Oktober 2022



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THE IMPLEMENTATION OF PICTURE CARDS AS TEACHING MEDIA FOR READING NARRATIVE TEXT ON THE 11th GRADE STUDENTS OF MAN 3 BANYUMAS

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Abstract: This research aimed to describe and analyze the process of implementation of picture cards as teaching media for reading narrative text using a qualitative descriptive method. This research was conducted at MAN 3 Banyumas. It involved one class of eleventh grade which consist of 34 students, an English teacher, and a head curriculum of MAN 3 Banyumas. The data were collected through interviews, observation, and documentation, then analyzed qualitatively. The results of this research showed that the implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas was conducted by three steps including preparation, implementation, and evaluation, and matched to the theories of the learning process. In the preparation stage, the teacher prepares everything needed for the learning process. Then on the implementation stage, the teacher implements three activities based on the lesson plan which included pre-teaching activity, whilst-teaching activity, and post-teaching activity. The last was the evaluation stage. In this stage, the teacher evaluates the students learning process. In conclusion, the implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas conducted by three steps and matched to the theories.

Keywords: *implementation, picture cards, reading, narrative text*

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis proses penerapan kartu bergambar sebagai media pembelajaran untuk membaca teks naratif menggunakan metode kualitatif deskriptif. Penelitian ini bertempat di MAN 3 Banyumas. Penelitian ini melibatkan satu kelas yang terdiri dari 34 siswa, seorang guru bahasa Inggris, dan wakil kepala kurikulum MAN 3 Banyumas. Data penelitian telah dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis secara kualitatif. Hasil penelitian ini menyebutkan bahwa implementasi kartu bergambar untuk pembelajaran membaca teks naratif di MAN 3 Banyumas dilakukan dengan tiga tahapan diantaranya persiapan, implementasi, dan evaluasi, yang mana sesuai dengan teori tentang proses pembelajaran. Pada tahap persiapan, guru menyiapkan segala yang diperlukan untuk kegiatan pembelajaran. Kemudian di tahap implementasi, guru menerapkan tiga proses pembelajaran berdasarkan RPP yang meliputi aktivitas pra-pembelajaran, inti pembelajaran, dan pos-pembelajaran. Selanjutnya adalah tahap evaluasi. Pada tahapan ini, guru mengevaluasi jalannya proses pembelajaran yang telah dilakukan. Sebagai hasilnya, implementasi kartu bergambar sebagai media pembelajaran untuk membaca teks naratif dilakukan dengan tiga tahapan yang sesuai dengan teori yang digunakan peneliti.

Kata kunci: implementasi, kartu bergambar, membaca, teks naratif

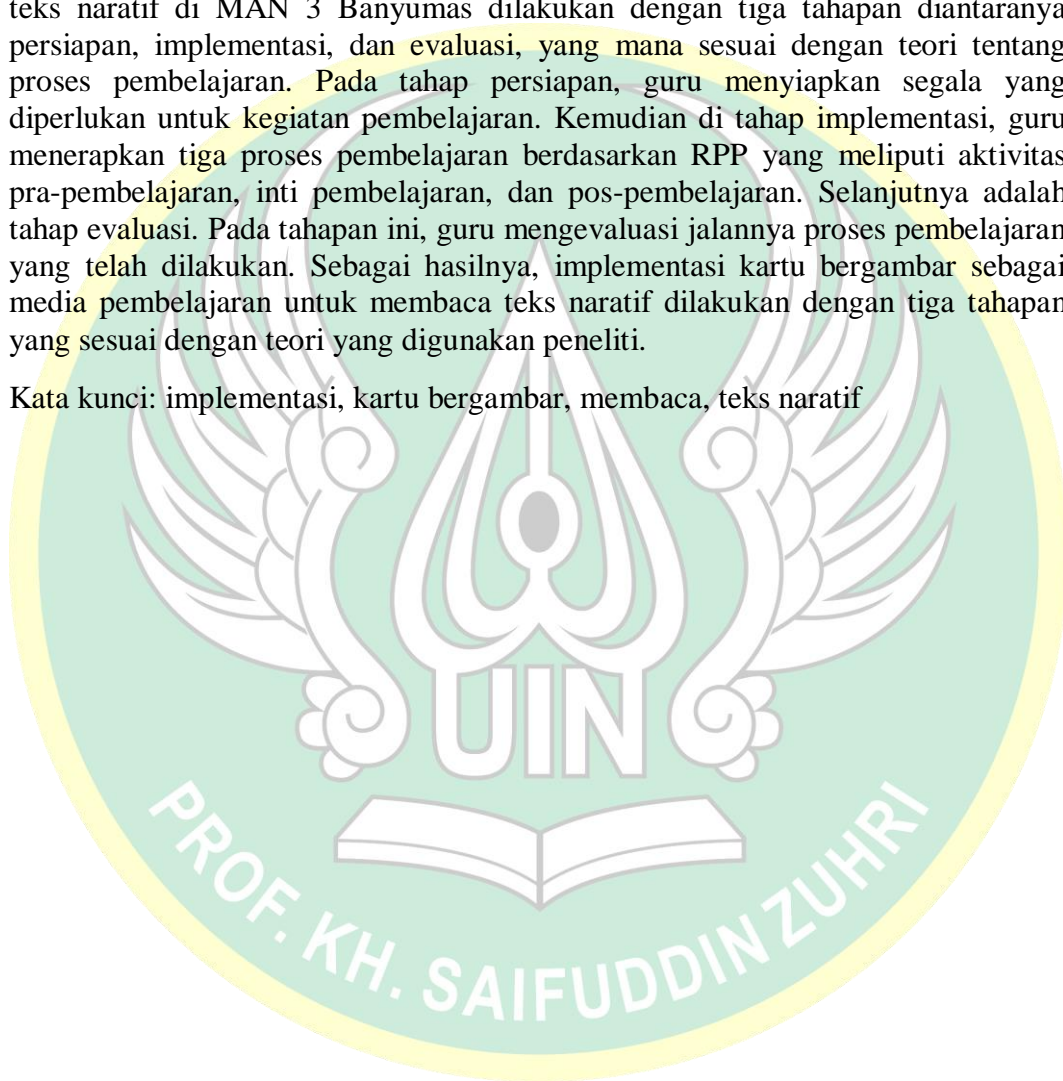


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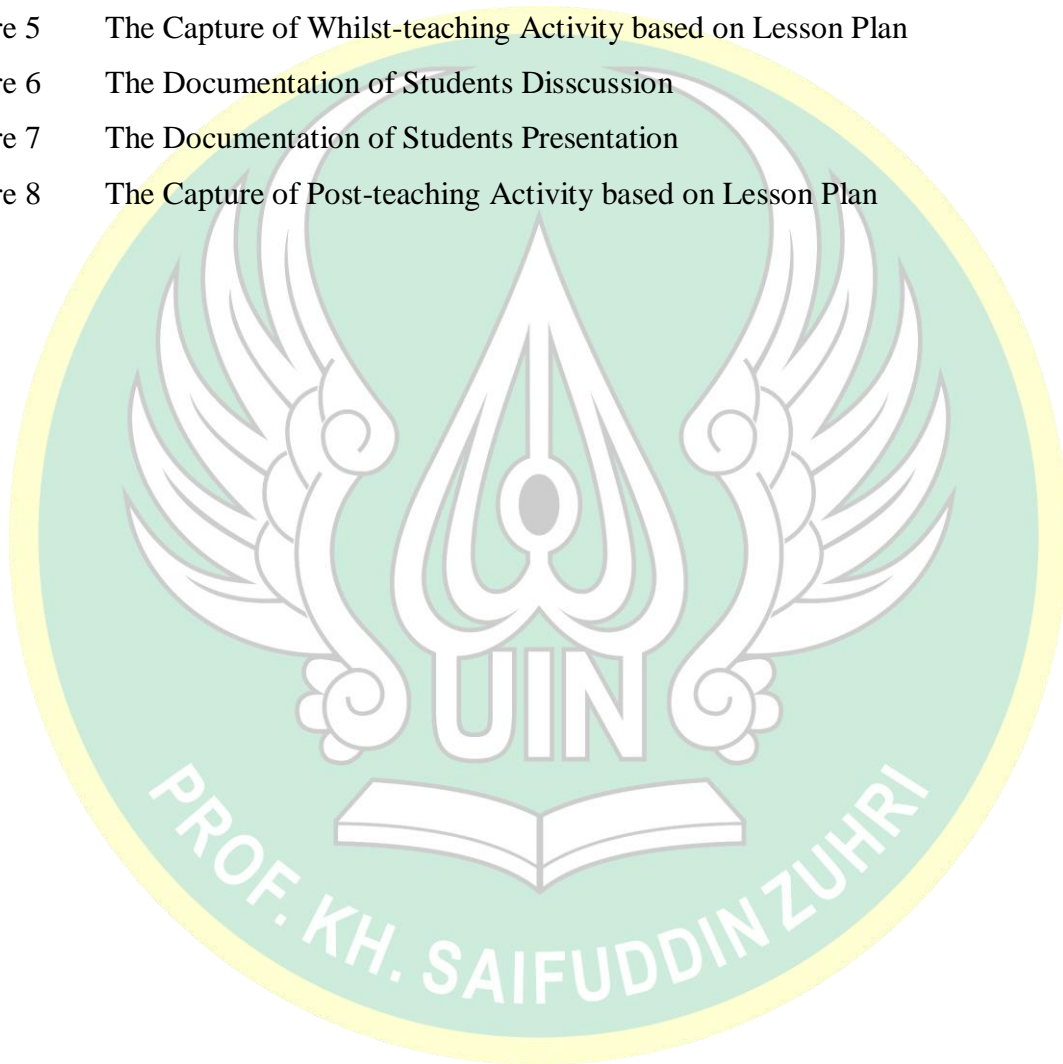
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CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is an activity in using text to create meaning and it also not an isolated process from four language processes such as listening, speaking, reading, and writing which work together to enhance the development of each other.¹ Reading skill is very important to be mastered by the students because without reading, they can't learn any information that they need to know.² According to Dewi Ratnasari, reading is the chosen instrument to acquire knowledge and also give a better understanding for the students in learning process.³ For Indonesian students, reading is the bridge to understand the scientific books, and the success of the students' study depends on their reading ability, so that reading became one of important aspect to achieved.⁴ According to the school-based curriculum in Permendiknas No.23 tahun 2006, several kinds of text taught in senior high school must be mastered by the students. They are descriptive, recount, procedure, narrative, explanation, discussion, report, etc.⁵ Reading is considered as one of the standards of competence that conducted to the students, and ideally, they have mastered reading skills to comprehend all the kinds of text as mentioned before.⁶

Actually, the students do not reach the curriculum's basic competence which considers reading as one of standard competence. Most Indonesian students

¹ Mila Siti Masruroh, "SQ3R Implementation in Teaching Reading Comprehension A Case Study of Eight Grade Students at One State MTs in Sumedang," *Journal of English and Education* 3, No. 1 (2015): 106.

² Mauritz Anggadewa, "Students' Problem in Reading Narrative Text," *Jurnal Bahasa Indonesia Prima* 4, No. 1 (2022): 7.

³ Dewi Ratnasari, "The Implementation of New Curriculum in Teaching Reading by the Teachers of English at the First Year of SMKN 1 Takalar" (Universitas Muhammadiyah Makasar, 2015).

⁴ Rizki Novela Wati and Basturi Hasan, "Improving Students' Reading Comprehension Achievement of Narrative Text Through Story Grammar Strategy" 6, No. 6 (2017): 7.

⁵ Putriayu Permatasari and Zainuddin Amir, "Teaching Reading by Using Sustained Silent Reading (SSR) Strategy for Senior High School Students" 3, No. 1 (2014): 8.

⁶ Putriayu Permatasari and Zainuddin Amir, 8.

have difficulties in reading English texts because in Indonesia, English is a foreign language.⁷ This condition may be caused by the lack of teaching media used in reading class so that the students were not enthusiastic in the reading process. According to Hanny Kusumawardani et.al, reading English text has not become a habit in the student's daily activities, so they were easy to feel bored and not too enthusiastic in reading the text.⁸ Another indicator is according to UNESCO who has summarized the report of the event "Most Literate Nations in the World" awards 2016, which stated that Indonesia's reading interest is low and the position is in the rating of 60 from 61 countries surveyed.⁹ It means that the students' reading interest in Indonesia is very miserable and needs to be improved.

According to Dwi Surja Atmaja, there are some factors that caused the problems in students' reading skills: (1) the students have low motivation and willingness to participate in English class, (2) the students have limited sources to learn English, (3) there is the rare use of English in the class, and (4) there is a lack of media that can be used by the students.¹⁰ The lack of teaching media is one indicator that caused the problem of reading narrative text. This factor can cause the students to have low motivation and tend to be passive in reading activity. As a result, they are not able to understand the material and their learning quality becomes low. The teacher must choose an appropriate media in teaching reading to increase the students' reading motivation, because most of them still do not understand the text although they have already learned English before.¹¹

As mentioned before, there are several kinds of text which are taught in senior high school but in this research, the writer only focused on reading narrative text. According to Dymock as cited in Muhammad Khalif Rizqon, there is a

⁷ Mila Siti Masruroh, "SQ3R Implementation in Teaching Reading Comprehension A Case Study of Eight Grade Students at One State MTs in Sumedang," *Journal of English and Education* 3, No. 1 (2015): 106.

⁸ Hanny Kusuma, "Improving Student Reading Comprehension Through Question and Answer Relationships," *English Learning Innovation* 2, no. 2 (July 28, 2021): 15–28, <https://doi.org/10.22219/englie.v2i2.15681>.

⁹ Fini Siswandari, "Integrated Strategies: Upaya Meningkatkan Minat Baca Siswa SMA Negeri 1 Sugihwaras Bojonegoro" 6, No. 1 (2021): 5.

¹⁰ Dwi Surya Atmaja, "Using Audio – Visual Aids to Improve the Students' Reading Skill," *English Education* 6, No. 3 (2018): 339, <https://doi.org/10.20961/eed.v6i3.35898>.

¹¹ Putriayu Permatasari and Zainuddin Amir, "Teaching Reading by Using Sustained Silent Reading (SSR) Strategy for Senior High School Students," *D*, 3, No. 1 (2014): 8.

problem in students reading narrative text, especially in their progress to achieve the higher grade, which may be caused by the students' difficulties in understanding the narrative text.¹² In addition, previous research from Andri, Supardi, and Suhartono also shows that the students still have difficulties in identifying the generic structure of narrative text.¹³

This problems also happened to the 11th grade students of MAN 3 Banyumas. Based on the writer's interview with the English teacher in the preliminary research which done in January 2022, the English teacher said that almost the 11th grade students still have a problem in reading narrative text, so they do not understand the content of the narrative text itself. This factor caused the students have low motivation and tend to be passive in reading narrative text. As the result, they are not being able to understand the material and their learning quality becomes low. To overcome this problem, an English teacher of MAN 3 Banyumas tried to impelement the teaching media to increase the students reading ability. The media used by her is a kind of card, namely picture cards which is made from thick cardboard or paper and then patterned to a card and pasted with pictures which appropriated to the learning material.¹⁴

The English teacher must understand the media's accuracy with the learning goals and the content of teaching material so that the teacher must choose an appropriate media to support the learning process.¹⁵ According to the English teacher's statement in preliminary research, picture cards is the most appropriate media to develop the student's motivation in reading narrative text. Picture is suggested for the teacher because useful for teaching. Through the picture, any

¹² Mochamad Khalif Rizqon, Sri Andreani, and Utari Praba Astuti, "The Problems Faced by Senior High School Students in Reading Narrative Text," *JoLLA: Journal of Language, Literature, and Arts* 1, No. 11 (2021): 1508–22, <https://doi.org/10.17977/um064v1i112021p1508-1522>.

¹³ Mochamad Khalif Rizqon, Sri Andreani, 1510

¹⁴ Dewi Pratita, "Penggunaan Media Kartu Gambar Untuk Meningkatkan Hasil Belajar Ekonomi di SMP," *PARAMETER: Jurnal Pendidikan Universitas Negeri Jakarta* 25, No. 2 (2014): 92, <https://doi.org/10.21009/parameter.252.04>.

¹⁵ Reza Gharini and Subyantoro Subyantoro, "Pengembangan Media Pembelajaran Kartu Bergambar Sebagai Penunjang Kreativitas Penyusunan Teks Fabel Bagi Peserta Didik SMP Kelas VII," *Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 7 (2018): 48–54.

interpretations can be made, the students also can imagine what happens in the story, so that help to improve the student's interest to read the text.¹⁶

Based on the explanation, the writer is interested to do the research entitled "*The Implementation of Picture Cards as Teaching Media for Reading Narrative Text on the 11th Grade Students of MAN 3 Banyumas*" which aimed to find out how the teacher implements picture cards as teaching media for reading narrative text, then describe and analyze it.

B. Operational Definition

To avoid misunderstanding the meaning of this thesis title, the following operational definitions are defined. They are as follows:

1. Implementation

Implementation means applying something through a method, which this process is very important to achieve the learning goals. In conducting the teaching and learning process, the teacher implement three process of implementation itself such as preparation, implementation, and evaluation.¹⁷ In the main of teaching and learning process, the teacher implement the lesson plan which involves the steps such as pre-teaching activity, whilst-teaching activity, and post-teaching activity which all the parts are important to create an effective learning activity.¹⁸

2. Teaching Media

Teaching media defined as anything used to send the messages from the teacher to the students which also can aroused the students' thought, feelings, and interest to support the learning activity.¹⁹ There are three kinds of teaching

¹⁶ Sindya Fantika, "Using Pictures to Tell Stories in Teaching Speaking Narrative TEXT to Senior High School Students" 5, No. 1 (2016): 7.

¹⁷ Agus Zainudin, "Implementasi Model Pembelajaran Take and Give Pada Mata Pelajaran IPS Kelas V Di MI Ar-Rahim Arjasa," *EDUCARE: Journal of Primary Education* 2, No. 1 (2021): 25, <https://doi.org/10.35719/educare.v2i1.54>.

¹⁸ S Srihidayanti, Desi Wijayanti Ma'rufah, Khainur Jannah, "Teacher's Difficulties in Lesson Planning," *The 62nd TEFLIN: International Conference Teaching and Assessing L2 Learners*, 2015, 258.

¹⁹ "Exploring Cartoon Story Maker Application as an Instructional Media in Writing Narrative Text in Senior High School," *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)* 7, No. 1 (2019): 5, <https://doi.org/10.35194/jj.v7i1.540>.

media such as visual, audio, and audio-visual.²⁰ In this research, the visual media in a form of picture cards were used to support the teaching activity. Picture cards are small image composed of words and pictures that will help the students obtain the higher score in learning English text.²¹ It made from thick cardboard or paper that patterned to a card and pasted with pictures which appropriated to the learning material.²²

3. Reading

Reading is the process to acquire knowledge or communicate with the book by using the explicit or implicit meaning of the written text.²³ This activity is very important because someone can improve their knowledge that is very useful in this life only by reading.

4. Narrative Text

A narrative is a story of events that constitute the problem from one or more characters who are motivated to solve the problem.²⁴ It can be physical facts or fantasy, tells about past events to entertain the readers.

C. Research Question

Based on the background of the research, the writer formulates this research question: How is the implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas?

²⁰ Rahayu Hesthi Wening, "The Role of Picture Series in Improving Students' Writing Ability," *International Conference on Education*, 2016, 8.

²¹ Sang Diah Putri Maulana, "The Effect of Picture Card on Islamic Junior High School Students Vocabulary Learning" (Thesis, Universitas Islam Malang, 2020).

²² Dewi Pratita, "Penggunaan Media Kartu Gambar Untuk Meningkatkan Hasil Belajar Ekonomi di SMP," *PARAMETER: Jurnal Pendidikan Universitas Negeri Jakarta* 25, No. 2 (December 1, 2014): 86–94, <https://doi.org/10.21009/parameter.252.04>.

²³ Muflihah Muflihah and Arif Sukirno, "The Problems of Teaching Reading with Online Learning," *English Education : English Journal for Teaching and Learning* 9, No. 02 (2021): 185, <https://doi.org/10.24952/ee.v9i02.4669>.

²⁴ Neng Tari Aulianisa, "Exploring Cartoon Story Maker Application as an Instructional Media in Writing Narrative Text in Senior High School," *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)* 7, No. 1 (2019): 5, <https://doi.org/10.35194/jj.v7i1.540>.

D. The Objective of the Research

The objective of this research is to describe and analyze the implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas.

E. Significances of the Research

There are two kinds of significance of this research are:

1. Theoretical Significances

The theoretical significances of this research are:

- a.** The writer expects this research can useful for the readers and develops the quality of teaching media especially for reading narrative texts.
- b.** The writer expects this research can be used as a reference for further research.

2. Practical Significances

The practical benefits of this research are:

a. For English teacher

The writer hopes the results of this research are benefit as a reference for the teachers in conducting an appropriate media for the teaching-learning process to improve the quality of teaching, especially in reading narrative text because the teacher knows the student's problems in reading ability.

b. For the Students

The writer hopes the students can increase the students reading ability, particularly the 11th grade students of MAN 3 Banyumas.

c. For the writer

The writer hopes this research can be useful as a reference for another research that related to this case for English teaching development in the future.

F. Structure of the Research

This research begins with Chapter I which presents an introduction of the research consist of background of the research, operational definition, research

question, objective of the research, significances of the research, and structure of the research.

Chapter II presents the theoretical review related to the implementation of picture cards as teaching media for reading narrative text.

Chapter III presents the research method including the research design, subject of the study, the object of the study, instruments for obtaining the data, technique of collecting data, and technique of analyzing data.

Chapter IV presents the findings and discussion about the implementation of using picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas.

Chapter V presents the conclusion, limitations of the study, and suggestions of the research.



CHAPTER II

ENGLISH TEACHING MEDIA & READING NARRATIVE TEXT

A. English Teaching Media

1. Teaching Media

The word media comes from Latin, *medius* which the meaning is middle, intermediary, or introduction.²⁵ In accordance with this, Latuheru as cited in Maria Johana stated that learning media are materials, tools, methods, or techniques used to support the teaching and learning process, especially for the educational communication between the teacher and students to create an effective learning process.²⁶ Learning media provide different types of conditions which can help the students to study easier, provide a more systematic learning order, and give selective examples which can strengthen the learners' cognitions about the learning content and give a relaxing impression on studying activity.²⁷ According to Jul Andri urba et.al, teaching media is non-personal (not-human) or tools used by the teachers who play a role in teaching and learning activities to achieve the learning goals.²⁸

Based on the theories above, it can be concluded that teaching media is everything that can be used to support the teaching and learning activity to create an active and effective learning process to help the students in understanding the

²⁵ Maria Johana Ari Widayanti and Rinta Aryani, "Creating Stories to Improve Students' Writing Ability in Narrative Text for Junior High School Students," in *Proceedings of the UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018)*, vol. 188 (Proceedings of the UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018), Semarang, Indonesia: Atlantis Press, 2019), <https://doi.org/10.2991/eltlt-18.2019.46>.

²⁶ Maria Johana Ari Widayanti and Rinta Aryani, "Creating Stories.....231.

²⁷ Lilik Sumiati, "The Use of Picture Cards to Improve the Students' Mastery on Vocabulary" (Universitas Jember, 2000).

²⁸ Jul Andri Purba and Wisman Hadi, "Developing Comic-Shaped Teaching Media in Narrative Text Material for Students Class VII SMP Pembangunan Galang," *International Journal of Education* 7, No. 3 (2019): 10.

material. According to Rowntree as cited in Lilik Sumiati, there are six functions of teaching media such as to motivate the students, preview the previous lessons, provide the stimulus for the students in the learning activity and make them respond actively, give feedback immediately, and develop the appropriate practice.²⁹ From those functions of teaching media, it can be said that implementing the teaching media is very important for the teacher to create an active learning process. However, in implementing the teaching media, the teacher should consider whether the media is appropriate to the lesson or not, then give more creative explanations to the students in the teaching-learning process.³⁰ According to Mutohhar as cited in Tanti Sukmahidayanti, good media is suitable to the learning topic, materials, and students, and also practical to use.

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According to Sudjana as cited in Fajar Wirawan, there are some criteria in selecting the media during the teaching and learning process, such as (a) determining the exact type of media, (b) taking into account students with appropriate, (c) present the media appropriately, (d) put or pay attention to the media at the right time, place, and situation.³² From the explanation, it can be said that in choosing the learning media, the teacher should consider some criteria to get the most appropriate media to make an effective learning process.

2. English Teaching Media

English teaching media is a tool commonly used by the English teacher to support the English teaching process.³³ According to Samjaya as cited in Rahayu Hesthi Wening, there are three kinds of English teaching media, namely

²⁹ Sumiati, "The Use of Picture Cards to Improve the Students' Mastery on Vocabulary."

³⁰ Suhartono Suhartono and Iranada Laraswati, "The Use of Visual Media in Teaching Writing," *English Education: Journal of English Teaching and Research* 1, No. 1 (2016), <https://doi.org/10.29407/jetar.v1i1.274>.

³¹ Tanti Sukmahidayanti, "The Utilization of Instructional Media in Teaching English to Young Learners (A Case Study of an Elementary School Teacher in Bandung)," *Journal of English and Education*, 2015, 11.

³² Fajar Wirawan, "A Study on The Teaching Media Used by The English Teacher at SMP Muhammadiyah 2 Malang," *Jurnal Ilmiah Profesi Pendidikan* 5, No. 2 (2020): 90, <https://doi.org/10.29303/jipp.v5i2.115>.

³³ Fajar Wirawan, "A Study on The Teaching Media89.

audio, audio-visual, and visual.³⁴ Audio can be defined as models and devices that can be heard and give an image of something, somebody, and a situation, which can include recorded materials, radios, and cassette players.³⁵ Audiovisual is a kind of media that produces sound, pictures, and video to help the teacher in teaching and learning activities.³⁶ Then, visual media is every teaching media than can be seen by our eyes to distribute the learning messages from the teacher to the students. This research is focused to visual teaching media in reading narrative text.

According to Chee and Wang as cited in Rahayu Hesthi Wening, visual media is the most effective way of learning because the students learn most through the sense of sight, hearing, and the remainder via the senses of smell, touch, and taste.³⁷ The function of visual media is to attract the student's attention, making clear the idea, and illustrating the facts which may will easier to forget if they are not graphically. According to Harjanto as cited in Dewi Pratita, there are many kinds of visual media, one of them is card media.³⁸ Then, according to Gondo as cited in Dewi Pratita, card media is including (1) abjad cards, (2) word cards, (3) sentence cards, and (4) picture cards.³⁹ This research focused to picture cards as teaching media, especially for reading narrative text.

According to Like Raskova Octaberlina, picture cards are cards containing an exciting and charming picture created by the teacher appropriate to the English lesson.⁴⁰ Picture cards are small images composed of words and pictures to help the students obtain higher scores in learning English text.⁴¹ According to Webster as cited in Lilik Sumiati, picture cards are pictures of a scene, a place of interest, a painting, drawing, photography, or other visual

³⁴ Rahayu Hesthi Wening, "The Role of Picture Series in Improving Students".....7.

³⁵ M Maniruzzaman, *The Use of Audio Aids in the EFL Class at the Tertiary Level- a plus or Minus?* (GRIN Verlag, 2008),3.

³⁶ Dwi Surya Atmaja, "Using Audio – Visual Aids to Improve The Students"340.

³⁷ Wening, "The Role of Picture Series in Improving Students' Writing Ability.....7

³⁸ Dewi Pratita, "Penggunaan Media Kartu Gambar Untuk Meningkatkan Hasil Belajar Ekonomi di SMP," 1, (2014): 92.

³⁹ Dewi Pratita, "Penggunaan Media92.

⁴⁰ Dewi Pratita, "Penggunaan Media92.

⁴¹ Sang Diyah Putri Maulana, "The Effect of Picture Card on Islamic Junior High School Students.....6.

representations of things made by printing or drawing real objects on the cards.⁴² In addition, according to Sadiman as cited in Dewi Pratita, picture cards are teaching media made from thick cardboard and then patterned to some cards and pasted with pictures which appropriated to the learning material.⁴³ Basically, this media can be created by teachers or students to increase their learning motivation by adopting pictures from textbooks, magazines, newspapers, photographs, and other media.⁴⁴ This media also can be used to learn every kind of text, but in this research, picture cards are used specifically as teaching media for reading narrative text.

According to Munadi as cited in Elisa Tumiar Pasaribu, pictures make the students easier to catch ideas or information more clearly than the information expressed verbally. Besides, the students also have opportunities to present their ideas naturally from what they see in the picture, and this process may be quicker than just translating the text manually.⁴⁵

a. Advantages of picture cards

According to Wright as cited in Lilik Sumiati, picture cards have several advantages as follows⁴⁶ :

- 1) Easy to prepare
- 2) Easy to organize
- 3) Interesting
- 4) Meaningful and authentic, and
- 5) Sufficient amount of language

b. Disadvantages of picture cards

Besides having many advantages, picture cards also have several weaknesses as expressed by Sudjana as cited in Dewi Pratita, as follows⁴⁷:

⁴² Lilik Sumiati, "The Use of Picture Cards to Improve the Students' Mastery on.....9.

⁴³ Dewi Pratita, "Penggunaan Media Kartu Gambar.....9

⁴⁴ Wening, "The Role of Picture Series in Improving Students' Writing.....743

⁴⁵ Elisa Tumiar Pasaribu, "The Students' Perception on the Use of Picture to Improve Descriptive Paragraph Writing at Christian University of Indonesia," *JET (Journal of English Teaching)* 3, No. 2 (2018): 134, <https://doi.org/10.33541/jet.v3i2.705>.

⁴⁶ Lilik Sumiati, "The Use of Picture Cards.....9.

- 1) Overall, the kinds of pictures provided were complete and nice but their size is not large enough when used for large-group learning, except when it showed by a projector.
- 2) Although the object of the picture was beautiful, it cannot show the motion of living things.

In addition, according to Vernon S. Gerlach as cited in Dwi Hartati, there are three disadvantages of picture cards, as follows ⁴⁸:

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

c. Consideration in using picture cards

According to Waskito as cited in Dewi Pratita, good picture cards qualify for some criteria as follows ⁴⁹:

- 1) Authentic. It means that the picture honestly illustrated the real situation.
- 2) It is simple but showed the picture's points clearly.
- 3) The size is relative, which it means can make bigger or smaller the real object.
- 4) The picture not only shows the object in the silent condition but also shows the certain activity of the object.
- 5) A very nice picture is not always can help to achieve the learning goals because not every picture can be used as good media, but the picture must be good and appropriate to the learning goals which want to be achieved.

d. Steps in using picture cards

According to Yulianto Sabat, several procedures must be done in implementing picture cards in teaching narrative text. For the first, the teacher

⁴⁷ Dewi Pratita, "Penggunaan Media Kartu Gambar.....93.

⁴⁸ Dwi Hartati, "Using Picture in Teaching Vocabulary', A Case Study at Smart Education Center (SEC) Villa Mutiara Jombang Ciputat" (Syarif Hidayatullah State Islamic University, 2005 : 21).

⁴⁹ Dewi Pratita, "Penggunaan Media Kartu Gambar.....93.

asked the students to read the narrative text story based on the picture cards. Then the teacher asked some questions to the students according to the image contained in the picture cards. It was done as a stimulus for the students, whether they could guess the picture with the correct answer or not. Then the teacher asked several questions about the definition and structure of the narrative text, then the teacher explains it. After that, the students see several randomly arranged picture cards that the teacher has pasted on the board. Then the students are told to sort the order of the random images so that they become a story and then the students retell the results of their picture arrangement. After the time was up, the teacher review the lesson that was taught.⁵⁰

B. Reading Narrative Text

1. Reading Skills

In teaching English as a foreign language, there are four basic skills taught to the students such as reading, writing, speaking, and listening. Among them, reading is very important to acquire knowledge and develop all others areas of learning. This is in according to Patel and Jain as cited in Muflihah and Arif Sukirno who stated that reading is the most important activity in any language class.⁵¹ It is not only about how to get the meaning of each word or sentence but the most important is how the readers can conclude the ideas from the text. This ability involves a cognitive process of understanding a printed message.⁵²

According to Jack Richars as cited in Anizul Fatuni'mah, reading is an exercise that is dominated by the eyes and the brain. The eyes receive the messages from the text, then the brain has to work out the significance of the

⁵⁰ Robiyatul Adawiyah, "The Use of Picture Cards in Teaching Speaking Narrartive Text in the IX-I Grade Students of Junior High School YOS Sudarso Sidoarjo," *Repository STKIP PGRI Sidoarjo*, 2019 : 12.

⁵¹ Muflihah and Sukirno, "The Problems of Teaching Reading with Online Learning.....185"

⁵² Nida Husna, "Teaching Reading Using Contextual Teaching and Learning Approach, A Case Study at the First Year Students of SMPN 2 Ciputat" (Jakarta, Syarif Hidayatullah State Islamic University, 2009) : 9.

messages and then understand what we read about.⁵³ From those statements, it can be said that the students must be focused on reading activity to gain the information provided in the text.

a. Kinds of Reading

There are several kinds of reading. Brown and Bamford summarized it in two significant types of reading. They are intensive reading and extensive reading:

1) Intensive Reading

Intensive reading is a classroom-oriented activity, in which the students focus on the semantics or linguistics details, grammatical forms, discourse makers, and structure to understand the meaning of the text.⁵⁴ According to Samir as cited in Dhanastri Herningtyas, intensive reading is the activity that involves the study and analysis of the text and the language features of the text itself. This activity also includes critical reading which is concerned with learning to read a text to make critical judgments about it, as when one reads in his native language.⁵⁵ In this activity, the reader refers at every moment of the text to their dictionary and grammar, then compares, analyzes, translates, and retains every expression which contains in the text. So, this type of reading needs more concentration to understand and identify the text.⁵⁶

2) Extensive reading

According to Bamford as cited in Md. Harun Rasyid, extensive reading is a language teaching tool where the learners are expected to read a considerable amount of the text for universal comprehension, not in detail. The purpose of extensive reading is to get enjoyment from the texts, achieve a general understanding of a longer text (such as a book,

⁵³Anizul Fatuni'mah, "Teaching Reading Narrative Text Through PQ4R (Preview, Question, Read, Reflect, Recite, And Review) Strategy, An Experimental Research at the Ninth Grade of SMP Ma'arif NU 02 Jatinegara in the Academic Year of 2015/2016," (2015) : 8.

⁵⁴ Anizul Fatuni'mah, "Teaching Reading Narrative Text.....10.

⁵⁵ Dhanastri Herningtyas, "The Effect of the Word Card Strategy on the Reading Comprehension Achievement of Grade X Students of SMA N 1 Prambanan in the Academic Year of 2013/2014" (Yogyakarta State University, 2014).

⁵⁶Anizul Fatuni'mah, "Teaching Reading Narrative Text10.

long articles, essay, etc), and get general language improvement for educational purposes.⁵⁷

b. Reading Strategies

There are six types of reading strategies such as skimming strategy, scanning strategy, summarization strategy, predicting strategy, silent reading strategy, and reading aloud strategy.⁵⁸

1) Skimming strategy

According to Richards et.al, as cited in Md. Harun Rashid, skimming strategy is one of the reading strategies used when the readers want to get the main idea from the passage. This reading strategy is needed to comprehend the general meaning of the passage and how the passages are structured, comprehend the structure of the text, and understand the writer's intention.⁵⁹ In addition, skimming strategy can help the students to find the keywords to infer the general sense of the text quickly.⁶⁰

2) Scanning strategy

According to Grat as cited in Md Harun Rashid, scanning strategy is a reading technique that utilizes the readers to find specific information without reading the whole of the text.⁶¹ In addition, according to Maxwell as cited in Intan Aritonang et.al, with scanning strategy, the students look for specific information within a text, such as dates, names, places, and locate the specific information quickly.⁶²

From the explanation, it can be said that scanning strategy also can be called speed reading. This is according to Soedarso as cited in

⁵⁷ Harun Rashid, Wang Hui, and Jahirul Islam, "Discuss the Different Types of Reading Techniques and Develop It's Skills," *Journal of English Language and Literature*, No. 3 (2021): 37.

⁵⁸ Harun Rashid, Wang Hui, and Jahirul Islam, "Discuss the Different.....38

⁵⁹ Harun Rashid, Wang Hui, and Jahirul Islam, "Discuss the Different.....38

⁶⁰ Intan Rani Aritonang, Sandi Lasmana, and Deti Kurnia, "The Analysis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension," *PROJECT (Professional Journal of English Education)* 1, No. 2 (2019): 101, <https://doi.org/10.22460/project.v1i2.p103>.

⁶¹ Md. Harun Rashid, Wang Hui, and Jahirul Islam, "Discuss the Different.....38.

⁶² Aritonang, Lasmana, and Kurnia, "The Analysis of Skimming and.....103.

Fatmasari et.al, speed reading is a skill in selecting the content of the material to read according to our purpose which is relevant to us, without wasting the time on other parts that we do not need. ⁶³

a. Predicting Strategy

According to Magiliano as cited in Md. Harun Rashid, predicting strategy is a reading strategy that is related to what is expected to happen in the text. This strategy is achieved by the readers who used diagrams, text, and personal knowledge to shape projections before starting to read. ⁶⁴

b. Summarization Strategy

The summarization strategy is one of the reading strategies that restarts the original text's context with one's own words. The result of this strategy is relatively short and contains the critical points which summarize the text. ⁶⁵

c. Silent Reading Strategy

According to Peter as cited in Putri Ayu Permata Sari, silent reading is a specific period of classroom time for students and teachers to read the materials. It means that silent reading activity is a reading strategy aimed to increase the students concentration and then the students only focus on the text. ⁶⁶ In this activity, the readers read without voice and oral expressions. Some of the uses of silent reading are survey material, superficial reading, and study of the content. ⁶⁷

⁶³ Fatma Sari, Abdurrahman Adisaputera, and Marice, "Development of Speed Reading Teaching Materials Based on Anticipation Guide Strategy in Observation Result Report Text in Students Class X MAS Sinar Islami Bingai," *International Journal of Education, Learning and Development* 6, No. 8 (2018): 55.

⁶⁴ Md. Harun Rashid, Wang Hui, and Jahirul Islam, "Discuss the Different38.

⁶⁵ Md. Harun Rashid, Wang Hui, and Jahirul Islam, "Discuss the Different38.

⁶⁶ Permatasari and Amir, "Teaching Reading by Using Sustained Silent Reading (SSR) Strategy for Senior High School Students," *Journal of English Language Teaching*, 3, No.1 (2014) : 244.

⁶⁷ Lisa Rusrianti, "The Effectiveness of Picture Series in Teaching Students Reading Comprehension of Narrative Text , Quasi Experiment Study of the Eight Grades Students at MTs Islamiyah Ciputat" (Syarif Hidayatullah State Islamic University, 2017).

d. Reading Aloud Strategy

According to Huang as cited in Md Harun Rashid, reading aloud is the strategy to improve the student's pronunciation, oral communication, intonation, tension, and enable the students to gain fluency in the language.⁶⁸ When the students read the text fluently, it indicates that they automatically recognize the words, because the recognition of words comes from the ability to comprehend what is written in the text during read-aloud activity, an interactive environment is created by developing reading skills.⁶⁹

c. Purpose of Reading

Reading is the activity to recall, understand, interpret, and analyze the printed page.⁷⁰ According to Wiliam Grabe as cited in Bayyini Rosyada, there are three major purposes of reading.⁷¹ The first is reading to search the information. Reading can helps readers to develop their knowledge through reading activities. When they want to get specific information from the text, they engage in two processes, namely skimming and scanning. In the skimming process, they can find the main idea from the text. Besides, to find specific information from the text, the readers can use the scanning method.

Seconds, reading to learn from the text. This process is very familiar in the academic process. For example when readers want to learn something from the text or when that information is identified as important which will be used for some task. Third, reading to integrate the information, write, and critique the text. Sometimes, the readers are required to evaluate the text to find and criticize the important information

⁶⁸ Md Harun Rashid, Wang Hui, and Jahiril Islam, "Discuss the Different.....38.

⁶⁹ Selina Alonya Kulo, Prof. Paul A. Odundo, and Prof Agnes, "Interactive Reading Strategies on Learner's Achievement in Reading Skills in Secondary Schools in Kisumu County, Kenya," *European Centre for Research Training and Development UK* 7, No. 5 (2019): 2.

⁷⁰ Ratnasari, "The Implementation of New Curriculum in Teaching Reading by the Teachers of English at the First Year of SMKN 1 Takalar".....25

⁷¹ Bayyini Rosyada Elka, "The Effect of Using Picture Series on Student's Reading Comprehension of Narrative Text : A Quasi Experimental Study at the Scond Year Students of Islamic School Al-Falah Vilia Mutiara-Ciputat" (2015).

from the text. Besides, according to River and Temperley as cited in Anizul Fatuni'mah, the purpose of reading are ⁷² :

- 1) To obtain the information for some purposes.
- 2) To obtain instruction on how to perform some task for our work or about daily life.
- 3) To act in a play, or do a puzzle.
- 4) To keep in touch with friends by correspondence or to understand business letter.
- 5) To know when or where something will take place or what is available.
- 6) To know what is happening or has happened (as reported in new newspapers, magazines, and reports).
- 7) For enjoyment or excitement.

d. Benefits of Reading

According to Md. Harun Rashid, there are two benefits of reading. First, reading is important in increasing someone's self-confidence. For example, when someone's will do a presentation, he or she must read many information before so that he or she has more confidence when doing the presentation. In another hand, someone will less confidence in the presentation if he or she does not have any information that he or she wants to say. Seconds, reading can improve the reader's thinking process, because creating a reading habit can develop our brain to be more active in recording the information from what we read. For example, when we read a book, we will try to think about the detailed information from the text. This process requires the reader to construct the meaning from the written text and it involves getting the meaning from printed word symbols. ⁷³

⁷² Anizul Fatuni'mah, "Teaching Reading Narrative Text Through PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy, An Experimental Research at the Ninth Grade of SMP Ma'arif NU 02 Jatinegara in the Academic Year of 2015/2016."

⁷³ Md. Harun Rashid, Wang Hui, and Jahirul Islam, "Discuss the Different.....37.

e. Principles of Teaching Reading

As reading is considered an important skill, there must be several principles of teaching reading to help the teacher in creating appropriate activities for teaching reading activity.⁷⁴ According to Harmer as cited in Funny Wulan, there are six principles of teaching reading. First, reading is an active skill, not a passive one, so the students must understand the text to achieve the reading goals. The students must use their critical thinking ability to analyze the text, relate to, and interpret what they read. In this activity, the teacher must allow the students to be active because if the teacher does not give them this opportunity, the students can forget the information quickly.⁷⁵

Second, the students need to be engaged in what they are reading. According to I.S.P Nation as cited in Funny Wulan, the teacher has to decide on some interesting topics for the students as reading materials because those materials will attract the student's attention in the learning process. He added that the students need to read a familiar issue and contain no unknown language features so that they will reach the fluency development of reading.⁷⁶

Third, the students should be encouraged to respond to the content of a reading text, not just the language. The students need to study reading texts for language features such as paragraph structure, grammar used, and vocabulary. In addition, the main goal of teaching reading activities is to help the students to get the meaning or the message from the text. So, the teacher must allow the students to be active in participating in the learning process by presenting their ideas and feelings about the topic.⁷⁷

Fourth, prediction is a major factor in reading, in which this activity will build the expectation about what might be reached after

⁷⁴ Funny Wulan, "Exploring Interactive Read-Aloud Activities in Teaching Reading Narrative Text , A Qualitative Descriptive Analysis at the Eight Grade Students of SMP Muhammadiyah 17 Ciputat" (Bachelor Thesis, Jakarta, UIN Syarif Hidayatullah Jakarta, 2018).

⁷⁵ Funny Wulan, Exploring Interactive Read-Aloud Activities.....13.

⁷⁶ Funny Wulan, Exploring Interactive Read-Aloud Activities in13.

⁷⁷ Funny Wulan, Exploring Interactive Read-Aloud Activities in.....13.

reading the text. When the teacher asks the students to predict the reading text by giving the clue from the book cover, title, or pictures, they have a purpose to finish the reading. According to Harmer as cited in Funny Wulan, the teacher should give the students “hints” so that the students can predict what is coming too. In addition, predicting can help the students to become more conscious about finding clues that give them information.⁷⁸

Fifth, match the task to the topic. Besides finding an interesting topic, the teacher also should find the appropriate topic that is related to the task, then conduct the practice and training for reading purposes. Besides, the reading course also should cover the activity to search the information including skimming and scanning, reading to learn, reading for fun, reading to integrate information, reading to critique the text, and reading to write.⁷⁹

Last, a good teacher exploits the reading text to the full activity because the reading text is full of sentences, words, ideas, and reading to write.⁸⁰ In the reading activity, the teacher does not only ask the students only to read the text because that cannot build the students reading ability. The teacher can develop the reading activities by building the discussion with the students so that the students can share their ideas with the other students. This activity can make the student fully participate in the learning process so that the class situation will be more alive.

2. Narrative Text

According to *Standar Kompetensi Mata Pelajaran Bahasa Inggris* curriculum 2004 and the school-based curriculum (KTSP), the teaching and learning English process is done by using genres. There are several kinds of text taught in senior high school, which are descriptive, recount, procedure, narrative,

⁷⁸ Funny Wulan, Exploring Interactive Read-Aloud Activities in.....13.

⁷⁹ Funny Wulan, Exploring Interactive Read-Aloud Activities in.....13.

⁸⁰ Funny Wulan, Exploring Interactive Read-Aloud Activities in.....13.

explanation, discussion, report, explanation, etc.⁸¹ On this occasion, the writer focuses on teaching reading narrative text in several aspects of generic structure, social function, and language features which have to comprehend by the students of senior high school. Narrative text is an interesting story that is mostly imaginary but sometimes factual, has characters, setting, and action in the story that tells about past events, and can make the reader feels that it is real.⁸² Example of an imaginary story is a fable and fairy tale, while factual stories are someone's experience in the past.

Some experts have shared their definitions of narrative text. According to Anderson as cited in Noor Faizah, narrative text is a piece of text which tells the story to entertain the readers. According to Pardoyoso as cited in Rodearta Purba, narrative text is a kind of text which tell the events in the past, shows a problematic experience, and resolution at the end of the story to entertain, and gives moral lessons for the readers.⁸³ Three kinds of aspects must be mastered by the students in reading narrative text:

a. Social Function of Narrative Text

The basic purpose of narrative text is to entertain the readers. According to Derewianka as cited in Neng Tari, the purpose of narrative text is to entertain the readers and hold their interest in a story, informing the readers about the writer's ideas on their experiences. Besides, according to Feez and Joyce, narrative text is aimed to tell stories about a person or a group overcoming problems, then showing how people reacted to their experiences and exploring social and cultural values.⁸⁴ According to Dietch as cited in Nurdiana et al, the narrative text also has the purpose to reflect and inform, and may persuade the readers from the story provided.⁸⁵

⁸¹ Diah Paramita Sari and M Sabri, "Using Story Circle to Improve Students' Ability in Writing Narrative Text" 2, No. 1 (2017) : 20.

⁸² Fatuni'mah, "Teaching Reading Narrative Text Through PQ4R.....17.

⁸³ Rodearta Purba, "Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique," *Advances in Language and Literary Studies* 9, No. 1 (2018): 27, <https://doi.org/10.7575/aiac.all.v.9n.1p.27>.

⁸⁴ Aulianisa, "Exploring Cartoon Story Maker Application as an Instructional.....7.

⁸⁵ Nurdiana Nurdiana, "The Correlation Between Generic Structure Mastery and the Students' Ability in Writing Narrative Text at the Grade VIII IN SMP Negeri 3

b. Generic Structure of Narrative Text

Generic structure is a series of steps proposed to build a story.⁸⁶ To understand the narrative text, two aspects have to consider, that is the generic structure and language features of the text. According to Y.E Suhartini, there are four elements of narrative text:⁸⁷

1) Orientation

According to Anderson as cited in Neng Tari, in the orientation part of the narrative text, the writer sketches the possible word of this particular story.⁸⁸ The writer also introduces the participants and sets the scene of the story. Usually, this part answers who, when, and where. For example: Once upon a time, there was a wolf that lived in a jungle.⁸⁹

2) Complication

It is the center of the narrative text and the reason why the story is told.⁹⁰ In this part, the writer provides the problem faced by the main character to lead the readers to the climax of the story. The complication made the story interesting because each character in the story tried to reach what he or she wanted from the story. According to Mislaini, there are three kinds of problems that can arise in narrative text.⁹¹ The first is natural conflict. It is a problem that arises because the perpetrators of the story deal with the forces of nature. The second is social conflict. It is a problem that arises because the perpetrators of the story were facing each

Padangsidimpuan,” *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 3, No. 2 (December 1, 2017): 311, <https://doi.org/10.24952/tazkir.v3i2.1564>.

⁸⁶ Maria Johana Ari Widayanti and Rinta Aryani, “Creating Stories to Improve Students’ Writing Ability.....230.

⁸⁷ Yosefina Elsiana Suhartini, “The Analysis of Grammatical Problems and Generic Structure of Narrative Text Written by the Eleventh Graduate Students of Language Program at SMAK St Klaus Werang-West Flores,” *Jurnal Pendidikan Dan Kebudayaan Missio* 11, No. 1 (2019): 56.

⁸⁸ Neng Tari Aulianisa, “Exploring Cartoon Story Maker Application as an Instructional.....7.

⁸⁹ Maria Johana Ari Widayanti and Aryani, “Creating Stories to Improve Students’.....230.

⁹⁰ Neng Tari Aulianisa, “Exploring Cartoon Story Maker Application.....7.

⁹¹ Mislaini Mislaini, “Improving Students’ Reading Comprehension of Narrative Text by Using Fable at the Grade X SMAN 1 Bonai Darussalam,” *Jurnal Mahasiswa Prodi Bahasa Inggris UPP* 1, No. 1 (2015) : 3.

other with different interests. The third is a psychological conflict which can arise when dealing with the problem with the perpetrator itself such as a dilemma between good and bad, greed and tolerance.

3) Resolution

After showing many issues in the climax of the story, the narrator tells about the resolution of the problems, it can be closed with a happy ending or sad ending.

4) Coda (Operational)

Coda is the description reflection or evaluation of the conflict in the text, but it is optional, so this part is something there and something it isn't there in the narrative text.⁹² If there are no moral values in the story, the narrator may provide a coda. In this part, the writer tells the story again to make the story clear, and understandable, then the narrator shares the moral value.

c. Language Features of Narrative Text

According to Joyce and Feez as cited in T. Zein et al, the language features of the narrative text include the use of action verbs, use of past tense, use of dialogue, descriptive language, and can be written in the first person (I, we), or the third person such as she, he, and they.⁹³ Besides, the narrative text usually begins with the adverb of time, such as long time ago, one, once, and once upon a time. According to Peter Knap, as cited in Anizul Fatuni'mah, the language features of narrative text are⁹⁴ :

- 1) Using nouns and pronouns to identify people, animals, or things involved.
For example king, princess, he, she, etc.
- 2) Using specific participants for a special characteristics object, such as Cinderella, Aladdin, etc.

⁹² Destalia Destalia, "The Influence of Using Cue Cards Towards Students Ability in Writing Narrative Text in the Second Semester of Eight Grade of Mts Raudlatul Muta'alimin Kasui Way Kanan in Academic Year of 2020/2021" (Islamic University of Raden Intan Lampung, 2021).

⁹³ Tengku Thyrhaya Zein et al., "The Incomplete Linguistic Features and Schematic Structure in EFL University Students' Narrative Texts," *JETL (Journal Of Education, Teaching and Learning)* 4, No. 1 (2019) : 203, <https://doi.org/10.26737/jetl.v4i1.675>.

⁹⁴ Anizul Fatuni'mah, " Teaching Reading Narrative Text.....20.

- 3) Using adjectives is useful to shape the noun phrase, for example, Beautiful white skinned lady, sweet long hair woman, etc.
- 4) Using time connective and conjunctions to sequence the events, for example: then, when, suddenly, etc.
- 5) Using adverbs and adverbial phrases to indicate the place and time, for example: here, there, at home, etc.

In addition, according to R. Suyoto Bakir as cited in Lisa Rusrianti, the narrative text also uses temporal conjunctions that make the connections between the events or actions. There are two common kinds of conjunctions:

⁹⁵

- 1) Cumulative conjunctions: *and, again, also, as well as, besides, further, moreover, no less than, not only... but also.*
- 2) Alternative conjunctions: *either, ... or, neither, nor, else, or, otherwise,...*
- 3) Adversative conjunctions: *but, however, only, still, while, yet, whereas.....*
- 4) Relative conjunctions: *so, accordingly, hence, thus, wherefore.....*

d. Kinds of narrative text

Generally, there are two types of narrative text. This theory is according to Buscemi as cited in Annisa Purwaning S. who states that there are two kinds of narrative text, they are fictional imaginary narrative and nonfictional narrative text. ⁹⁶Fictional imaginary narrative is an imaginary story that happened in an imaginary world. The purpose of a fictional imaginary narrative text is to inform the readers about the development that attracts them. ⁹⁷ The type of fictional imaginary narratives such as fables, fairytales, folktales, legends, and mysteries. ⁹⁸ In addition, drama, fantasy, fiction in verse, historical fiction, horror, legend, humor, mystery, mythology,

⁹⁵ Lisa Rusrianti, "The Effectiveness of Picture Series15.

⁹⁶ Anisa Purwaning Sayekti, "Using Story Mapping to Teach Students ' Writing Ability of Narrative Text, a Pre-Experimental Study at the Eleventh Grade Students of SMA Negeri 90 Jakarta" (2014) : 10.

⁹⁷ Annisa Purwaning Sayekti, "Using Story Mapping" 11.

⁹⁸ Septha Muliani, Maida Norahmi, and Natalina Asi, "The Analysis of Difficulties in Writing Narrative Text," *LET: Linguistics, Literature and English Teaching Journal* 9, No. 2 (2019): 112, <https://doi.org/10.18592/let.v9i2.3312>.

poetry, and short story are also kinds of fictional narrative text. ⁹⁹ On the other hand, non-fictional narrative text is a story that presents someone's real life or someone's real accidents which occurred in the author's life. ¹⁰⁰ For example news, magazine, articles, essays, diaries, biographies, personal narratives, and textbooks that tell about history. ¹⁰¹

In addition, there are five kinds of narrative text based on Emilia as cited in Destalia who states the types of narrative text in specific such as fable, legend, fairytale, folktale, and myth. ¹⁰² Fable is a story that often uses animal characters that behave like a human. For example mouse deer and crocodile, the ant and the grasshopper, etc. The second one is a legend. It is a story based on fact, but often includes exaggerations about the hero. For example Sangkuriang, Malin Kundang, the legend of Toba Lake, etc. The third one is a fairytale. Is a humorous story that tells about the impossible happening, exaggerating the accomplishment of the hero. For example Cinderella, Pinocchio, Snow White, etc. Then the fourth one is a folk tale which is an old story that tells about the customs of the culture. The last is a myth. This story is believed by some people but the stories can't be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence.

e. Characteristics of narrative text

Good narration is telling an exciting story, illustrates a point about human nature, and showing how experience dramatically changes human life. According to Derewianka as cited in Dhiah Paramita Sari, there are several characteristics of narrative text: ¹⁰³

- 1) The social function is to entertain the readers.

⁹⁹ Funny Wulan, "Exploring Interactive Read-Aloud Activities in Teaching Reading Narrative Text , A Qualitative Descriptive Analysis at the Eight Grade Students of SMP Muhammadiyah 17 Ciputat."

¹⁰⁰ Annisa Purwaning Sayekti, "Using Story Mapping"11

¹⁰¹ Septha Muliani Maida Norahmi, and , Natalina Asi "The Analysis of247.

¹⁰² Destalia, "The Influence of Using Cue Cards Towards Students Ability in Writing Narrative Text in the Second Semester of Eight Grade of Mts Raudlatul Muta'alimin Kasui Way Kanan in Academic Year of 2020/2021 "

¹⁰³ Dhiah Paramita Sari and M. Sabri, "Using Story Circle to Improve Students' Ability in Writing Narrative Text".....83

- 2) The text is consisting orientation, complication, and resolution.
- 3) The language features normally use the past tense, action verbs, and sometimes linking verbs.
- 4) Usually included the dialogue in the text.
- 5) Descriptive language is chosen to create the reader's imagination.
- 6) Can be written in the first person (I, you, we) or the third person (she, he, they).

Based on some theories explained above, the writer can conclude that reading narrative text is the activity to read an interesting story to get enjoyment from the text and also understand several aspects of narrative text, including the social function, generic structure, and language features.

C. Teaching Reading Narrative Text Using Picture Cards

Implementation means practicing a plan or applying something through a method which is very important as the integration of the teaching method that will be applied in the learning activity.¹⁰⁴ According to Agus Zainudin, the learning process includes three steps. They are preparation, implementation, and evaluation.¹⁰⁵

1. Preparations

Preparation is an activity that is very important for the teacher before coming to the classroom to avoid the uncontrolled situation and unsatisfying result of the teaching-learning process.¹⁰⁶ According to Muhammad Qosim Maskiah, there are several urgencies in preparing teaching-learning activities to achieve the learning goals, including the general and specific instructional purposes, teaching materials, teaching methods, teaching media, and evaluation.¹⁰⁷

¹⁰⁴ D Sayuti, "A Case Study of PBI Students Taking the Sekolah TOEFL" (Doctoral Dissertation, Raden Intan State Islamic University, 2019).

¹⁰⁵ Zainudin, "Implementasi Model Pembelajaran Take and Give Pada Mata Pelajaran IPS Kelas V Di MI Ar-Rahim Arjasa."

¹⁰⁶ Puteriyu Permatasari and Zainuddin Amir, "Teaching Reading by.....245.

¹⁰⁷ Muhammad Qasim, "Perencanaan Pengajaran dalam Kegiatan Pembelajaran," *Jurnal Diskursus Islam* 04, No. 3 (2016): 486.

2. Teaching Procedures

According to Indonesia's Ministry of Education and Cultural Affairs Regulation Article 3 of Law Number 103 of 2014 on Teaching Learning of Basic and Secondary Education as cited in D. Sayuti, there are three procedures in the teaching and learning process. They are pre-teaching activities, whilst-teaching activities, and post-teaching activities.¹⁰⁸

a. Pre-teaching activity

Pre-teaching activity is an early activity before beginning the learning process. This part is also called the opening of the teaching activity to increase the student's motivation and attention in the learning process.¹⁰⁹ Motivation has an essential role in the student's efforts in achieving their reading goals.¹¹⁰ According to Maria Johana and Rinta Aryani, there are several activities needed by the teacher before going to the main point of the activity such as (a) greeting the students, (b) checking the students' readiness to join the learning activity physically and mentally, (c) motivates the students, (d) makes an apperception, (e) introduces the learning objectives, and (f) tells the concept of material.¹¹¹ In the pre-teaching activity of reading narrative text, the teacher can explore the students' knowledge background which correlates with the material by recalling the memories of the previous learning to make the students more focused on the material that will be learned.¹¹² In addition, the teacher also should make explicit why the students must understand the narrative text structure and how/when this knowledge can be used in several situations so that the students will be focused on the learning activity.¹¹³

¹⁰⁸ Sayuti, "A Case Study of PBI Students Taking the Sekolah TOEFL.....14.

¹⁰⁹ Diah Paramita Sari & M. Sabri "Using Story Circle to Improve the Students.....80.

¹¹⁰ Windhariyati Dyah Kusumawanti and Dwi Anggani Linggar Bharati, "The Effectiveness of Close and Explicit Reading Instructions to Enhance Reading Comprehension to Highy and Lowly Motivated Students," *English Education Journal* 8, No. 1 (2018): 9.

¹¹¹ Maria Johana Ari Widayanti and Rinta Aryani, "Creating Stories to.....232.

¹¹² D. Sayuti, "A Case Study of PBI Students 14.

¹¹³ K. Denise Muth, ed., *Children's Comprehension of Text: Research into Practice* (Newark, Del: International Reading Association, 1989).

b. Whilst-teaching activity

This is the main point of teaching activity to achieve the learning goals. This process includes everything that the teacher does in the middle of the teaching-learning activity, such as implementing the learning models, learning media, learning method, and learning sources related to the materials for the students.¹¹⁴ According to Novia Lestari, some stages in whilst-teaching must be followed by the teacher in teaching reading narrative text:

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- 1) Observing means the teacher facilitates the students to observe the media and the students also need to know about the lesson that will be learned.
- 2) Questioning means motivates the students to ask several questions related to the material, then the teacher guides the students discussion.
- 3) Collecting information process means the teacher distributes a narrative text which is related to the media. The students read the text, then they find the information from the text and solve the problems about the definition, generic structure, language features, and social functions of the narrative text. In this process, the teacher also tried to report the result of the discussion of the problem.
- 4) Associating process. In this process, the teacher asks the students to determine the definition, generic structure, and language features of the narrative text after they finished reading the text.
- 5) Communicating process. In this process, the teacher and the students together tried to find the difficulty of learning narrative text.

In addition, according to Yulianto Sabat, several procedures must be done in implementing picture cards in teaching narrative text. For the first, the teacher asked the students to read the narrative text story based on the picture cards. Then the teacher asked some questions to the students

¹¹⁴ S. Srihidayanti, Desi Wijayanti Ma'rufah, and Khainur Jannah, "Teacher's Difficulties in Lesson Planning.....258"

¹¹⁵ Novia Lestari, "The Effectiveness of Using Fabe Text on Students' Reading Comprehension in Narrative Text at the Second Semester of The Ninth Grade of SMPN 07 Bandar Lampung in the Academic Year of 2020/2021" (Islamic State Raden Intan Lampung, 2021).

according to the image contained in the picture cards. It was done as a stimulus for the students, whether they could guess the picture with the correct answer or not. Then the teacher asked several questions about the definition and structure of the narrative text, then the teacher explains it. After that, the students see several randomly arranged picture cards that the teacher has pasted on the board. Then the students are told to sort the order of the random images so that they become a story and then the students retell the results of their picture arrangement. After the time was up, the teacher review the lesson that was taught. ¹¹⁶

In this activity, the teacher should allow the students to be active, while the teacher just guides them so that they are more active in the learning activity and the learning process will be more effective. In other hand, if the teacher conducted a one-way communication where the teacher being the main actor and the students take a passive position, the learning effectiveness will be low. ¹¹⁷

c. **Post Teaching Activity**

Post-teaching is the end process of the teaching-learning activity which can be done by summarizing the lessons learned on that day, assessing the students, and giving feedback ¹¹⁸ Besides, in the post-teaching activity, both the teacher and students also can reflect on and evaluate the lesson that day, how it could be improved and what questions come to mind as a result of the experience. ¹¹⁹ According to Novia Lestari, there are three activities conducted in the post-teaching activity of teaching reading narrative text : ¹²⁰

- 1) The teacher allows the students to present their opinion about the lesson.

¹¹⁶ Robiyatul Adawiyah, "The Use of Picture Cards in Teaching Speaking Narrative Text in the IX-I Grade Students of Junior High School YOS Sudarso Sidoarjo.....4.

¹¹⁷ Nataliia A. Latygina et al., "The Ways of Developing Basic Competences in the Study of Foreign Languages through Interactive Methods," *Journal of Curriculum and Teaching* 11, No. 1 (2022): 1, <https://doi.org/10.5430/jct.v11n1p1>.

¹¹⁸ D. Sayuti, "A Case Study of PBI Students Taking the Sekolah TOEFL.....15.

¹¹⁹ D. Sayuti, "A Case Study of PBI Students Taking the Sekolah TOEFL.....16.

¹²⁰ Novia Lestari, "The Effectiveness of Using Fable Text on29.

- 2) The teacher also provides feedback to the students in the process of achieving the teaching and learning goals.
- 3) The teacher and students conclude the material and close the classroom activities.

d. Evaluation

In this activity, assessments are regarded as the most important part because the success of the learning process is commonly determined by the result of the assessment.¹²¹ According to Dicksom Adom et.al, assessment tools such as tests are used during the evaluation process to determine the qualification based on the criteria or to know the students' progress in the learning process.¹²² According to Linda, after the post-teaching activity, the teacher gives several question-and-answer sessions to reflect the students about the materials learned during the learning process.¹²³

D. Review of Related Research

Based on several sources related to this research, there are journals and previous research related to the topic of this research. The following is a comparison of the results of previous research.

The first research is by Sabat Yulianto et.al, entitled "*The Use of Picture Cards in Teaching Speaking Narrative Text in The IX-1 Grade Students of Junior High School YOS Sudarso Sidoarjo*".¹²⁴ This research describes how the picture cards were applied in the classroom to develop the students speaking ability and

¹²¹ Yanuarti Apsari and Acep Haryudin, "The Analysis of English Lecturers' Classroom-Based Reading Assessments to Improve Students' Reading Comprehension," *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia* 5, No. 1 (2017): 35, <https://doi.org/10.22460/eltin.v5i1.p35-44>.

¹²² Dickson Adom, Jephthar Adu-Mensah, and Dennis Atsu Dake, "Test, Measurement, and Evaluation: Understanding and Use of the Concepts in Education," *International Journal of Evaluation and Research in Education (IJERE)* 9, No. 1 (2020): 111, <https://doi.org/10.11591/ijere.v9i1.20457>.

¹²³ Amalia, Linda, and Rizka, "The Implementation of Describing Picture Strategy in Teaching Speaking to the Eight Grade of SMPN 5 Ponorogo" (Doctoral Dissertation, STAIN Ponorogo, 2016).

¹²⁴ Robiyatul Adawiyah, "The Use of Picture Cards in Teaching Speaking Narrative Text in the IX-I Grade Students of Junior High School YOS Sudarso Sidoarjo."

describes the progress of students speaking ability when the story game was used. The findings of this research showed that picture cards can improve the students speaking ability. After the researcher did the first and the second meetings, the finding indicated that teaching speaking narrative text using picture cards was in progress. In the first meeting, the condition of the class was very noisy, and just a few students paid attention to the lesson. Only one student who a good ability in learning English. It means that they were able in the implementation of picture cards at the normal rate, and for the twenty one students, their English ability was average. It means that they understood the simple speaking narrative text using picture cards. The result was no students who had low ability in speaking. Then, in the second meeting, the students whose speaking ability was average had significant progress. It can conclude that the implementation of picture cards technique is better than before. In the last meeting, all of the students looked very enthusiastic during the learning process than in the previous meeting. They can memorize the materials. The findings indicated that the implementation of picture cards in teaching speaking narrative text is a technique that allows the student to be active in the classroom or during the learning process. The similarity of this research is the kind of media used in teaching narrative text, namely picture cards, and the research approach used in this research which is qualitative research. The difference between this research is about the subject of the research, the technique of collecting data, and the research purpose. The article written by Sabat Yulianto et.al used an assessment, questionnaire, and observation checklist as a technique of collecting data, while the writer used interview, observation, and documentation as a technique of collecting the data. The article written by Sabat Yulianto et.al aimed to describe the students' response to the use of picture cards in learning speaking narrative text, while the writer's research purpose is to describe how is the implementation of using picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas.

The second research is by Like Raskova Octaberlina entitled *“Teaching Vocabulary through Picture Cards in Islamic Elementary School a Case Study in*

Nida Suksa School, Thailand".¹²⁵ This research is investigated to know the influence of picture cards in teaching vocabulary. In this research, the researcher took nine students with different abilities from a high level (3/1), middle level (3/2), and low level (3/3). Some procedures taken were preparing, implementing, and giving feedback. The teacher created picture cards and took the students in each class, then grouped them in a class. The teacher gave them a text and asked them to translate and understand the text. Besides, the teacher also interviewed them related to the process of teaching vocabulary. The teacher also drilled them with picture cards, repeating, and memorizing them. The findings of this research showed that picture cards can increase and enrich the students vocabulary. By using picture cards, the students can understand the text more and enjoy the learning process. The similarity of this research is the name of the teaching media used which is picture cards. Then the research method used is qualitative research. The difference of this research is about the subject of the research, teaching material, research instrument, and the purpose of the research. The research written by Like Raskova used picture cards to teach vocabulary, while the writer used them to teach narrative text. The research journal used interviews as the research instrument, while the writer used interviews, observation checklists, and documentation as research instruments. Last, the purpose of the journal written by Like Raskova was to enrich the student's vocabulary and knowledge. Meanwhile, the purpose of the writer's research is to describe the implementation of picture cards as teaching media for reading narrative text.

The third research is by Rizki Ambarwati entitled "*The Use of Picture Cards as Teaching Media to Improve Speaking Ability of Eleventh Graders: A Classroom Action Research*"¹²⁶ This action research was employed as the research design to improve the student's ability in speaking. The subject of this study were students of XI MIPA 5 Science class consisting of 33 students. The research

¹²⁵ Like Raskova Octaberlina and Ida Fitri Anggarini, "Teaching Vocabulary Through Picture Cards in Islamic Elementary School A Case Study in Nida Suksa School, Thailand," *Madrasah* 13, No. 1 (2020): 31, <https://doi.org/10.18860/mad.v13i1.9649>.

¹²⁶ Rizki Ambarwati and Nur Hayati, "The Use of Picture Cards as Teaching Media to Improve Speaking Ability of Eleventh Graders: A Classroom Action Research," *English Learning Innovation* 1, No. 1 (2020): 6, <https://doi.org/10.22219/englie.v1i1.13127>.

findings showed that the use of picture cards has progressively improved the students speaking ability proven by the improvement of their speaking scores. The result of students speaking performance shows the improvements after the researcher implement the classroom action research to them. The student's average score before the implementation was 84,67. Meanwhile, after the implementation, the average score of the students became 87. There were 29 students who were able to improve at least 5 points from their previous points. 7 of them even got higher than 5 points they should improve. There were only 4 students who improved their scores by less than 5 points from their previous scores. It also can be said that 88,87 % of the total students could not reach the criteria of success and 12,12 % of the students could not reach it. It means the criteria of success determined by the researcher were successfully achieved. Based on this research, using picture cards as media in teaching English made the students easier in understanding the material. The similarity of the research is the media used in the teaching process, namely picture cards. The differences between the research written by Rizki Ambarwati with the writer's research are the subject of the research, research design, and research instruments. The research was written by Rizki Ambarwati used a Classroom Action Research design, while the writer's research used field research and qualitative descriptive research. Then, the instrument used in the research written by Rizki Ambarwati used pre-test and post-test besides the observation in the research, meanwhile the writer used in-depth interviews, observation, and documentation as the research instrument.

Fourth, the research by Sang Dyah P.M entitled "*The Effect of Picture Cards on Islamics Junior High School Student's Vocabulary Learning*"¹²⁷ This research explores the students ability to learn vocabulary using picture cards, without picture cards, and whether those media can improve the students vocabulary or not. The result of this study was shown that picture cards could give an effect on students' vocabulary learning due to the test score of the experimental group was higher than the control group. The similarity of this research is about the

¹²⁷ Sang Dyah Putri Maulana, "The Effect of Picture Card on Islamic Junior High School Students Vocabulary Learning."

discussions of teaching media that are used in the learning activity. This study employed a quasi-experimental research design. The experimental class was taught by using picture cards, and the control class was not taught by picture cards. The population of seventh-grade students of MTs Al-Khoirot Karangsono consists of 215 students, the sample was 40 students (20 students' experimental class and 20 students controlled class). This research was conducted through three steps: giving pre-test, applying treatments, and giving post-test. The data analyzed in this research was gathered through a test. Then after getting the score, it was analyzed and processed by using statistical data calculation of the T-test formula by using SPSS. The result of the research proved that there was a difference between the mean score of the experimental class and the control class. The differences in this thesis are the subject of the research, the research design, and the research instrument. The thesis written by Sang Diah used a quasi-experimental design, while the writer use a qualitative descriptive research design. The thesis written by Sang Diah was conducted some procedures such as giving pre-test, applying treatments, and giving post-test as a research instrument. Meanwhile the writer conducted an interview, observation, and documentation as a research instrument. The thesis written by Sang Diah Putri Maulana used 40 students as research subjects. While the researcher research use 34 students as research subjects.

Fifth, the research by Dakhori entitled "*Use of Make a Match Learning Models with Picture Cards Media to Improve Motivation and Narrative Text Writing Ability*".¹²⁸ This research is investigated to develop the activity of make and match learning model with picture card media to improve the student's narrative text competencies. The result of this research showed that in the pre-cycle, the value of the students learning outcomes in narrative text is only 15 students from 34 students (44, 12 %) who completed KKM 77, while 19 students have not yet completed (55, 88 %). In the first cycle, the value of the students learning narrative text about fable using make match learning model with picture cards obtained the result of 20 of 34 students (58,82 %) completed with KKM, which is

¹²⁸ Dakhori Dakhori, "Use of Make a Match Learning Model with Pictur Card Media to Improve Motivation and Narrative Text Writing Ability," *Jurnal Dialektika Program Studi Pendidikan Bahasa Inggris* 6, No. 2 (2018): 194.

77, while 14 students have not completed (41,18 %). In the second cycle, the value of students learning narrative text about folktale using make a match learning model with picture cards obtain the results of 27 of 34 students (79,41 %) completed with KKM, which is 77, while only 7 students have not yet completed (20,59 %). From the data, the investigator can conclude that learning to write narrative text using make a match learning model with picture cards can improve the student's motivation and ability to write narrative text. The similarity of the research is the media used in the teaching-learning narrative text, namely picture cards. The differences in the research are the research subjects, research methods, the data collection technique, and the research purpose. The research written by Dakhori used Classroom Action Research, while the writer used field research and qualitative descriptive research. The research written by Dakhori used test and non-test techniques to collect the data, while the writer used in-depth interviews, observation checklists, and documentation to collect the data. Then, the purpose of research written by Dakhori is to find out that make a match learning model with picture cards media can increase the motivation of class IX-B students and know that the learning model make a match with the picture cards media can improve the writing ability of narrative text material for grade IX-B students. While the purpose of the writer's research is to find out how the implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas

CHAPTER III

RESEARCH METHOD

A. Type of the Research

The type of this research is qualitative descriptive which is aimed to describe and analyze the implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas. This is according to Bogdan and Tailor as cited in Nikmah Sari Hasibuan et.al, who stated that qualitative research is a kind of research that produces descriptive data in the form of written words of the people's writing and observed behavior. ¹²⁹ In addition, according to Frankael, Wallen, and Hyun as cited in Mila Siti Masruuroh, qualitative research describes how things occur, how the students interact with the teacher in the learning process, and so on. ¹³⁰

The data collected in qualitative research have been termed soft, rich in description of people, places, conversations, and not easily handled by statistics procedures. ¹³¹ This research describes the results of interviews that are supported by observation and documentation. The information was obtained from an English teacher of 11th grade students, a head curriculum, and three students of 11th grade supported by observing the English teaching activity in the classroom, then checking the data by relating all the data obtained from interviews, observation, and documentation and concluding the data.

B. Location of the Research

The research took place at MAN 3 Banyumas which is located in Jl. Kebokura No. 1, Sumpiuh, in the regency of Banyumas. The writer chose this location for this research because an English teacher of MAN 3 Banyumas used picture cards as teaching media for reading narrative text so that the writer want to

¹²⁹ Nikmah Sari Hasibuan, "The Morphological Interference of Bahasa Mandailing to Bahasa Indonesia and It's Implication to the Teaching Speaking Materias Improvements of VII Grade Students of Madrasah Mardiyah Islamiyah (Mts MMI) Penyabungan II Mandailing Natal in Narrative Text," *British Journal of English Linguistics* 5, No. 1 (207AD).

¹³⁰ Mila Siti Masruuroh, "SQ3R Implementation in Teaching Reading.....111

¹³¹ Robert Bogdan and Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods*, 3rd ed (Boston: Allyn and Bacon, 1998) : 2.

know the process of the implementation of picture cards in reading narrative text, and the school was cooperative to allow the writer to carry out the research.

C. Time of the Research

This research was conducted from 3 August – 3 October 22. The following is the research schedule.

Table 1. Research Schedule

NO	ACTIVITIES	TIME	PLACE
1.	Pre-observation	3 August 2022	MAN 3 Banyumas
2.	Interviewing the English teacher	23 August 2022	MAN 3 Banyumas
2.	Observing the implementation of picture cards as teaching media for reading narrative text on the 11 th grade students of MAN 3 Banyumas	26 August 2022	MAN 3 Banyumas
3.	Interviewing the students	2 September 2022	MAN 3 Banyumas
4.	Interviewing the head curriculum	3 October 2022	MAN 3 Banyumas

D. Object of the Research

The object of this research is teaching reading narrative text. In MAN 3 Banyumas, the activity of teaching reading narrative text is related to the implementation of picture cards as teaching media.

E. Subjects of the Research

Subjects of the research are people who participate in the research by being the target of the researcher's observation in order to produce valid

information. The main subjects which become the sources of information in this research are:

1. An English teacher of 11th grade of MAN 3 Banyumas.

An English teacher of 11th grade was chosen because she was one of three English teachers of MAN 3 Banyumas who implements picture cards as teaching media for reading narrative text.

2. The 11th grade students of MAN 3 Banyumas.

The 11th grade students were chosen because they had learned narrative text twice, so they had more experience in learning narrative text. So, the 11th students are considered ready to be given the material rather than the tenth grade. The total number of students in this class were 34 students which consist of 25 females and 9 male.

3. The head of the curriculum of MAN 3 Banyumas. The head curriculum of MAN 3 Banyumas was chosen because he was responsible for the teaching and learning process in MAN 3 Banyumas.

F. Technique of Collecting Data

The technique of collecting data deals with how the writer collected the data. According to Sugiyono as cited in Deni Kuswanto, generally, there are four kinds techniques for collecting data, such as interviews, observation, documentation, and triangulation (the combination of interviews, observation, and documentation). In this research, the data are collected by triangulation technique by combining the result of the interview, observation, and documentation. In addition, triangulation refers to the combination of methods or data sources in a single study. It is often thought as a way to check out insight obtained from different informants or different sources of data. By drawing on other types and sources of data, the researcher can gain a deeper understanding of the study.¹³² In this research, the writer conducted the interview with an English teacher of 11th grade students, the head of the curriculum, three students of MAN 3 Banyumas,

¹³² Leavy, *Research Design (Quantitative, Qualitative, Mixed Methods, ArtsBased, and Community-Based Participatory Research Approaches)*. (New York: The Guilford Press, 2017).

and observe the learning process in the classroom, collect the document related to the research, then analyze them.

1. Interview

An interview is the oldest technique for obtaining data which can help the researcher to produce very rich and valuable data with deeper meaning and elaboration.¹³³ This process is including direct communication between the researcher and the research subject to collect the data directly from the informants.¹³⁴ In this research, the writer used an in-depth interview which is known as a one-on-one method to obtain more detailed information or a deep understanding concept to help uncover more detailed information.¹³⁵ The writer also prepares the interview guide which contains some questions to gain information from an English teacher of 11th grade, three students of 11th grade, head of the curriculum, and also writes some notes obtained from the conversations.

2. Observation

Observation is a process of observing the research object directly to gain some information to complete the research data.¹³⁶ According to Gay, Mills, and Airasian as cited in Rahmi Safitri, the observation was taken in a natural situation, so it is important to take the study in a natural environment, without manipulating it. By observing the class, more objective information will be obtained.¹³⁷

The observation of this research was made in natural settings to observe the implementation of picture cards as teaching media for reading narrative text on the 11th grade students. The purpose of observation enabled

¹³³ Rahmi Safitri, "Investigating the Use of Portofolio Assessments in English Classroom" (Thesis, Bandung, Universitas Pendidikan Indonesia, 2017).

¹³⁴ Nayeem Showkat and Huma Parveen, "In-Depth Interview," *Media and Communication Studies*, (2017): 3.

¹³⁵ Nayeem Showkat and Huma Parveen. "In-depth Interview.....5

¹³⁶ Thalha Alhamid and Budur Anufia, "Instrumen Pengumpulan Data," *Sekolah Tinggi Agama Islam (STAIN) Sorong*, (2019): 10.

¹³⁷ Rahmi Safitri, "Investigating the Use of Portofolio Assessment in English.....6.

the writer to describe in detail about the process of implementation of picture cards as teaching media for reading narrative text, the activities that took place in the classroom, and the meaning of activities as perceived. Then the writer observed how picture cards were implemented in the classroom including all the activities done by the teacher and the students during the learning process. To complete the information, the writer also took some photos from the activities.

In this research, the writer used non-participant observation which is the writer did not involve herself as an active participant, but only as an observer, especially to know about the implementation of picture cards as teaching media for reading narrative text. The instrument used in this research is the observation checklist which is used to know some activities in the classroom and all the important things the writer sees, hears, and some additional information that not existed in the observation checklist and interview.¹³⁸ The writer put a check in the yes/no columns in every activity and also added some notes in the last column of the observation table.

3. Documentation

The next process of collecting data is documentation. It is a set of documents provided on paper or digital media which used as the research data or to support the research such as books, pictures, journals, or articles related to the research.¹³⁹ During learning activities in the classroom are based on the lesson plan and the student's standard competencies that must be achieved in the learning activity. In this research, the researcher used some photos of the learning activity (pre-activity, whilst-activity, and post-activity), the lesson plan, the interview sheet and results, and some notes from the interviews and observations.

¹³⁸ Suhartono and Iranada Laraswati, "The Use of Visual Media in Teaching Writing."

¹³⁹ Onisia Melda Yuana, "The Implementation of ICT in English Instruction by Exemplary" (Thesis, UIN Satu Tulungagung, 2016).

G. Technique of Data Analysis

It is the most important step in the research to obtain the data required in the research. According to Bodgan as cited in Sugiyono, data analysis is the process of arranging the interview transcripts, observation checklist, and the other material that you will accumulate to improve your understanding of them and enable you to present what you have discovered to others.¹⁴⁰ This research used the qualitative data analysis, which consists of three stages of analysis according to Miles and Huberman as cited in Sugiyono, as follows¹⁴¹:

1. Data Reduction

The first step in analyzing qualitative data is including data reduction. According to Sugiyono as cited in Onisia Melda Yuana, data reduction means summarizing, choosing the basic things, focusing on important things, look for the themes and patterns.¹⁴² First, the writer collect the data about the implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas through interviews, observation, and documentation then the writer tried to transcribe the data. If there is any data which not related to the theme of the research, the writer will discard it.

2. Data Display

After collecting and reducing data, the writer displayed it in a form of a description. According to Miles and Huberman as cited in Onisia Melda Yuana, data display is an organized, compressed assembly of information that allows the conclusion drawing and action.¹⁴³ The process of reducing and displaying the data was according to the formulation of the research problem.

¹⁴⁰ Sugiyono Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Bandung: Alfabeta, 2017).

¹⁴¹ Onisia Melda Yuana, "The Implementation of ICT in English Instruction.....36.

¹⁴² Onisia Melda Yuana, " The Implementation of ICT in English Instruction36.

¹⁴³ Onisia Melda Yuana, " The Implementation of ICT in English Instruction.....37.

In this research, the formulation of the research problem is “How is the implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas?” This step is done by presenting structured information, and it is possible to conclude because the data obtained are displayed in a form of a narrative, thus requiring simplification without reducing the contents. Then, after reducing the data, the conclusion is drawn.¹⁴⁴

3. Verification and Conclusion

Verification and drawing a conclusion is the third step of the data analysis process. The conclusion started after the data were collected and analyzed continuously to get a good conclusion of the implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas.



¹⁴⁴ Onisia Melda Yuana, “The Implementation of ICT in English Instruction.....37.

CHAPTER IV

**THE IMPLEMENTATION OF PICTURE CARDS AS TEACHING MEDIA FOR
READING NARRATIVE TEXT ON THE 11th GRADE STUDENTS OF
MAN 3 BANYUMAS**

A. Picture Cards as Teaching Media for Reading Narrative Text on the 11th Grade Students of MAN 3 Banyumas

This research was applied from 3 August until 3 October 2022 to investigate the implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas. In collecting the data, the writer used interviews, observation, and documentation. Based on the interview conducted with the English teacher of 11th grade students in MAN 3 Banyumas in the pre-observation, the writer concludes that many eleventh-grade students are still low in mastering reading text. However, the English teacher said that she always motivate them in reading activity to understand the text well. Besides, the English teacher also implements picture cards to help the students in reading narrative text. There are some reasons why the English teacher applied picture cards as teaching media for reading narrative text. The English teacher said:

The reason why I implement picture cards as teaching media for reading narrative text is to increase their reading interest, especially for narrative text. Besides, I hope that they can understand further the structure of narrative text itself, starting from the social function, generic structure, language features, and then at the end of the lesson, they can understand the moral value of the narrative text. ¹⁴⁵

She also added:

Before I applied picture cards as teaching media for reading narrative text, the students only got information manually from the teacher, so they will easy to felt bored and the learning quality was low. After I implement

¹⁴⁵ Interview with the English teacher of 11th grade, on 23 August 2022, at 11.10 a.m

picture cards, the students seems more active and enthusiastic in reading narrative text.¹⁴⁶

Based on the English teacher's explanation, it can be said that the implementation of picture cards can impact the students learning results especially in reading narrative text. The English teacher should choose appropriate media to support the learning process and be more creative in giving explanations to help the students in understanding the material.¹⁴⁷ According to the English teacher:

I prefer to use picture cards as teaching media for reading narrative text because in my opinion, picture cards are common teaching media and it was suitable for reading narrative text. Besides, the existence of this media also can show the students that "English is fun" so, the students will easier to understand narrative text in a structured manner.¹⁴⁸

The explanation of the English teacher is in accordance with Wida Cahyaningrum who stated that the teacher is responsible to create an environment that makes the students feel comfortable and enthusiastic to follow the learning activities.¹⁴⁹ One way to create a comfortable environment for the students is by using good media which is also suitable for the learning topics, materials, students, and also practical to use.¹⁵⁰ The English teacher said:

Through picture cards, the students become more enthusiastic in reading narrative text because picture cards can stimulate the students to develop their ideas, then understand the narrative text in the terms of social function, generic structure, and language features of narrative text. While the students play to arrange the cards, they also can understand the narrative text in a structured way.¹⁵¹

There are also supporting statements from three students of 11th grade about their experience in reading narrative text using picture cards. The writer called them student A, student B, and student C. For the first, student A expressed:

¹⁴⁶ Interview with the English teacher of 11th grade, on 23 August 2022 at 11.15 a.m

¹⁴⁷ Suhartono and Laraswati, "The Use of Visual Media in Teaching Writing."

¹⁴⁸ Interview with the English teacher of 11th grade, on 23 August 2022 at 11.17 a.m

¹⁴⁹ Wida Cahyaningrum, Ovie Kholilatus Shofia, and Mahaputri, "Content Analysis of English Subject in Curriculum 2013 for Junior High School Level," *Getsempera English Education Journal (GEEJ)* 5, No. 1 (2018): 3.

¹⁵⁰ Sukmahidayanti, "The Utilization of Instructional Media in Teaching English to Young Learners (A Case Study of an Elementary School Teacher in Bandung) 3, No.5 (2015) : 3.

¹⁵¹ Interview with the English teacher of 11th Grade on 23 August 2022 at 11.20 a.m

In my opinion, picture cards are very interesting media and it was a new thing for reading narrative text in MAN 3 Banyumas. In the previous grade, we only used books and a dictionary to learn the narrative text and we get bored quickly. However, the existence of picture cards can increase our interest in reading narrative text, so we felt easier in understanding the narrative text.¹⁵²

That statements was also supported by student B in the interview:

Reading narrative text using picture cards is really interesting because we directly practice by discussing and arranging the cards. Besides, picture cards gave me an idea of what is being told in the story, not only guessing the story from the text.¹⁵³

The explanation student B is in line with what was said by Duratul Ain Tholibon et.al, who said that learning activity will more meaningful if the students experience what they learned, not only knowing it.¹⁵⁴ From this statement, it can be said that the teaching and learning process will be better if the teacher allows the students to be active so that the students understand what they have learned. Student C expressed:

Reading narrative text using picture cards was really fun, we felt easier in understanding the narrative text, even though there were some words that I don't know the meaning of. But apart from that, I can learn narrative text by arranging picture cards. Besides, I also more easy to understand the material if there are pictures provided so that the material will be easy to remember.¹⁵⁵

From the explanation of students A, B, and C, it can be said that the process of reading narrative text is more interesting when the teacher implements picture cards. This is in line with what was said by Dakhori, who stated that picture cards provide various pictures to improve the student's motivation in reading narrative text, develop their imagination, improve their knowledge, make them

¹⁵² Interview with Student A, on 2 September 2022 at 10.05 a.m

¹⁵³ Interview with Student B, on 2 September 2022 at 10.05 a.m

¹⁵⁴ Duratul Ain Tholibon et al., "The Factors of Students' Involvement on Student-Centered Learning Method," *International Journal of Evaluation and Research in Education (IJERE)* 11, No. 4 (2022): 1637, <https://doi.org/10.11591/ijere.v11i4.22314>.

¹⁵⁵ Interview with student C, 2 September 2022 at 10.10 a.m

excited in the learning process, bring the students to the sense of the picture, and as a reference for the conversation or discussions.¹⁵⁶

B. The Implementation of Picture Cards as Teaching Media for Reading Narrative Text on the 11th Grade Students of MAN 3 Banyumas

The implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas was conducted by three steps, including preparation, implementation, and evaluation. In the preparation stage, the teacher prepares everything needed for the learning process, such as lesson plan, teaching material, teaching media, media for evaluation, and the internet to support the teaching process. Then in the implementation stage, the teacher implements three teaching procedures which consist of pre-activity, whilst-activity, and post-activity. After that, the teacher evaluates the students. In this research, the observation was conducted on Friday, 26 August 2022 at the 11-AGM class at 08.30-10.00 a.m. The writer observes all the classroom activities to collect the data. The following is the process of implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas.

1. Preparation

Every teaching and learning process needs some steps. Before beginning to teach reading narrative text, the teacher prepared a lesson plan, learning material, learning media, and so on to support the teaching process. The English teacher said: “Before starting the learning activities, I prepared everything needed for the learning process, such as the lesson plan, learning material, learning media, learning evaluation, and internet to support the learning activity.”¹⁵⁷

In line with this, Putri Ayu Permatasari stated that preparation is very important for the teacher before coming to the classroom. The teacher should

¹⁵⁶ Dakhori, “Use of Make a Match Learning Model with Pictur Card Media to Improve Motivation and Narrative Text Writing Ability.....194.

¹⁵⁷ Interview with the English teacher of 11th grade students, on 23 August 2022 at 11.25 a.m

plan everything needed to avoid the uncontrolled situation in the classroom and the unsatisfying result of the teaching and learning process.¹⁵⁸ Based on the English teacher's explanation in the interview, she created a lesson plan before engaging in the teaching and learning activities. The lesson plan was created from the syllabus which enables the learning activity to achieve the learning objective. After preparing the lesson plan, the English teacher prepared the learning material. She said that she used the PR Intan Pariwara and Path Away book to guide the teaching reading process by giving the materials and also some exercises or tasks for the students.

Then, the teacher prepared the teaching media to support the learning process. According to Samjaya as cited in Rahayu Hesthi Wening, there are three kinds of teaching media, such as visual (picture, photograph, drawing), audio (radio, tape recorder, cassette), and audio-visual (video).¹⁵⁹ In this research, the teacher used visual media which namely picture cards to support the students reading process, especially reading the narrative text. The following are an example of picture cards.¹⁶⁰



Figure 1. The example of picture cards. Captured from: Adobe Stock

The English teacher said:

Before implementing picture cards, I made the picture cards first by searching for the pictures in the internet or story books, then cutting and pasting them into picture cards, but sometimes if I don't have the time

¹⁵⁸ Permatasari and Amir, "Teaching Reading by Using Sustained Silent Reading (SSR) Strategy for Senior High School Students," 2014.

¹⁵⁹ Rahayu Hesthi Wening, "The Role of Picture.....7.

¹⁶⁰ Figure 1, the example of picture cards.

to make new picture cards, I use picture cards that already I have. Then I used them as media for reading narrative text. ¹⁶¹

This statement is in line with what was said by Wright as cited in Dwi Hartati who stated that the kinds and number of pictures that the teacher should take to carry out the activities in the class can be taken from magazines, articles, or other sources and should be attractive and interesting to capture the student's attention. ¹⁶² Based on the writer's observation, the English teacher does not prepare the picture cards starting from select the materials from the internet and patterned into picture cards as mentioned before, but used the picture cards which have already been saved by her after used for the learning process in the previous semester.

The last, the teacher prepares the learning evaluation. In this research, the question and answer session was conducted by the teacher as an assessment to measure how far the students understand the material. The English teacher said: "The assessment that I used to check how far the students understand the material was a question and answer session. I provide several questions for them to check how far they understand the material." ¹⁶³

The statement of the English teacher is in line with what was said by Coleman as cited in Dickson Adom et.al, who stated that evaluation is the determination of how successful a program, a curriculum, a series of an experiment, etc to explain how the progress of learning and the final learning outcomes of students are assessed. ¹⁶⁴

2. Teaching Procedures

a. Pre-teaching Activity

The learning process started at 08.30 a.m. Before beginning the teaching process, the teacher conducted the pre-teaching activity to increase

¹⁶¹ Interview with the English teacher of 11th grade students on 23 August 2022 at 11.35 a.m.

¹⁶² Dwi Hartati, Using Picture in Teaching Vocabulary", (*A Case Study at Smart Education Center (SEC) Villa Mutiara Jombang Ciputat*), (2005) : 15.

¹⁶³ Interview with the English teacher of 11th grade on 23 August 2022 at 11.40 a.m.

¹⁶⁴ Dickson Adom, Jephthar Adu-Mensah, and Denis Atsu Dake, "Test, Measurement, and Evaluation".....111

the students motivation and attract their attention to be active in the learning activity. This activity was conducted in three steps, including orientation, aperseption, and motivation which is according to the teacher's lesson plan. The following is the capture of the pre-teaching activity based on the lesson plan.¹⁶⁵

1. Kegiatan Pendahuluan

- a. Orientasi : Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik, menyiapkan fisik dan psikis dalam mengawali kegiatan pembelajaran.
- b. Apersepsi: Mengaitkan materi pembelajaran yang akan dipelajari dengan pengalaman peserta didik terhadap materi sebelumnya, mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
- c. Motivasi: Memberikan gambaran tentang manfaat mempelajari materi teks naratif (*narrative text*) dalam kehidupan sehari-hari, menyampaikan tujuan pembelajaran dan metode/ model pembelajarannya.

Figure 2. Pre-teaching Activity, captured from lesson plan

In the orientation steps, the teacher greeted the students by salam, lead the praying activity, and check the students attendance one by one. Then, the teacher delivered the learning objectives that must be achieved. According to the lesson plan, two learning objectives must be achieved, such as (a) analyzing the social function, language features, and generic structure of the narrative text, and (b) capturing the conceptual meaning of narrative text related to the social function, language features, and generic structure of the narrative text. The following is the capture of the learning objective based on the teacher's lesson plan.¹⁶⁶

Tujuan Pembelajaran

1. Menganalisis fungsi sosial, struktur dan unsur kebahasaan teks naratif (*narrative text*).
2. Menangkap makna kontekstual terkait fungsi sosial, struktur dan ciri kebahasaan serta makna isi tersurat, tersirat dan rinci teks naratif (*narrative text*).

Figure 3, learning objective, captured from the lesson plan

¹⁶⁵ Figure 2, The capture of pre-teaching activity based on the lesson plan.

¹⁶⁶ Figure 3, the capture of learning objective based on the lesson plan

Based on the interview result, the English teacher developed the learning objective in the lesson plan into three points. The English teacher said: “The lesson plan is not the same as the real teaching and usually I develop the learning activities according to the student’s needs.”¹⁶⁷ From that statement, it can be concluded that the English teacher added one activity to be achieved in this learning process. After analyzing and capturing the conceptual meaning of narrative text, the teacher asked every leader group to present what they have discussed before. In this activity, the leader of the group has to read aloud the story which has been arranged before and present the structure and moral value of the narrative text which have been analyzed. To avoid misunderstanding of learning objectives, the teacher delivers the learning objective to the students clearly.

After delivering the learning objectives, the teacher conducted the apperception process by giving several questions about narrative text to recall the students memories and also asked the students to remember the definition, social function, generic structure, and language features of narrative text. Most of them already knew that narrative text is a text the purpose is to amuse the readers. Then the teacher asked some questions again to make the students more ready to begin the learning process. In this activity, the teacher asked the students to be active during the learning activity. The teacher also motivates them to be focused on reading activities so that they can understand the text. The following is the documentation of the pre-teaching activity of reading narrative text.¹⁶⁸

¹⁶⁷ The interview with the English teacher of 11th grade students, on 23 of August 2022 at 11.38 a.m

¹⁶⁸ Figure 4, the documentation of pre-teaching activity of 11th grade students, Friday 26th August 2022 at 08.45 a.m



Figure 4, The documentation of pre-teaching activity

The English teacher said:

In the pre-teaching activity stage, I usually give them an overview before delivering the material. I asked some questions for them to recall the narrative text material that they have learned in the previous grade. Then, at the end of the pre-teaching activity, I also introduced the learning objectives for the students. Pre-teaching activities have an important role in learning activities, especially bringing the students into our worlds so that they are better prepared to understand the material to be studied.¹⁶⁹

This is in line with what was said by Brown as cited in Novia Lestari who stated that in the steps of pre-activity, the teacher should introduce the topic of the reading text that the students will read to activate the students knowledge background so that the students will more focused to the material.

b. Whilst-teaching Activity

Whilst teaching activity is including what the teacher does in the middle of the teaching-learning activity to achieve the learning goals.¹⁷⁰ In teaching reading narrative text, there are some stages of whilst-teaching activity based on curriculum 2013 that must be followed by the teacher, such as observing, questioning, collecting information, associating, and communicating.¹⁷¹ The

¹⁶⁹ Interview with the English teacher of 11th grade, on 23 August 2022 at 11.40 a.m

¹⁷⁰ Diah Paramita Sari and M. Sabri, "Using Story Circle to Improve Students' Ability in Writing Narrative Text"80.

¹⁷¹ Novia Lestari, "The Effectiveness of Using Fable Text"46.

teacher is a facilitator, while the students are taking the role of active learners as well as the learning center. ¹⁷² The English teacher said:

In reading narrative text, the role of the teacher is not too much, so every student must be active to understand the materials. However, the teacher must lead the students activity to measure whether the students were studying well. ¹⁷³

Based on the English teacher explanation, it can be said that she implement the curriculum 2013 to improve the students learning quality. This curriculum focused on the improvement and balance of knowledge, skills, and attitude as the expected competence that the students should have in the future. ¹⁷⁴ On the other hand, if the teacher used a conventional method, the students do not have the opportunity to build their knowledge and self-confidence (learning to be) as well as the ability to interact with various diverse such as individuals or groups (learning to live together) in the society. ¹⁷⁵

Based on the writer's observation, there are five main activities as a teaching approach in the lesson plan used by the teacher in teaching reading narrative text, such as literacy, critical thinking, collaboration, communication, and creativity which can be called literacy and 4C in curriculum 2013 which implemented to created effective learning. The following is the capture of whilst teaching activity based on the lesson plan. ¹⁷⁶

¹⁷² Wida Cahyaningrum, Shofia, and Mahaputri, "Content Analysis of English Subject in Curriculum 2013 for Junior High School Level".....156

¹⁷³ Interview with the English teacher of 11th grade, on 23 August 2022 at 11.45 a.m

¹⁷⁴ Wida Cahyaningrum, Shofia, and Mahaputri "Content Analysis156.

¹⁷⁵ Tholibon et al., "The Factors of Students' Involvement on Student-Centered Learning Method.....1639"

¹⁷⁶ Figure 5, the capture of whilst-teaching activity based on the lesson plan

1. Literasi	Membaca teks narrative (<i>narrative text</i>) sehingga terjadi pendekatan saintifik (mengamati, menanya, mengumpulkan informasi/ eksperimen, mengasosiasikan, mengolah informasi, mengkomunikasikan)
2. <i>Critical thinking</i> (berpikir kritis)	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi, bertanya, memberikan pendapat, dan menyimpulkan tentang materi <i>narrative text</i> .
3. <i>Collaboration</i> (kerja sama)	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan, dan saling bertukar informasi tentang teks naratif (<i>narrative text</i>).
4. <i>Communication</i> (komunikasi)	Peserta didik berdiskusi untuk menyimpulkan dan menyampaikan hasil diskusi atau mempresentasikan hasil diskusi kelompok.
5. <i>Creativity</i> (kreativitas)	Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan kepada siswa berkaitan tentang teks naratif (<i>narrative text</i>)

Figure 5, *Whilst-teaching activity, captured from the lesson plan*

Based on the writer's observation, in the first activity, the teacher divided the students into five groups consisting of seven students. Then, the teacher gave a series of picture cards to every group, then ask them to observe the picture cards that were still random. In this research, the English teacher shared picture cards entitled "*The Goldilocks and Three Bears*", and "*How Miserable the World Without Love*" to the five groups of students. Although some groups got the same story title, the teacher sure that the result of their discussion will different. After finish in observing picture cards, the teacher asked the students to arrange them and analyze the stories by defined the social function, generic structure, language features, and moral value of the story and wrote them in a piece of paper.

Based on the writer observation, in this activity, the students gave good response when the teacher implement picture cards as teaching media of reading narrative text. They always listen and pay attention to the teacher explanation, then tried to understand the text with their friends. Besides, they also gave some questions to the teacher if they have a problem in analyzing

the text and then the teacher re-explain the components that the students have not been understood. Student A expressed:

In my opinion, picture cards are very interesting media and it was new thing for reading narrative text in MAN 3 Banyumas. In previous grade, we only using books and dictionary to learn narrative text and we get bored quickly. However, the existence of picture cards can increase our interest for reading narrative text, so we felt easier in understanding narrative text.¹⁷⁷

Those statement also supported by student B in the interview:

Reading narrative text using picture cards is really interesting because we directly practice by discuss and arrange the cards. Besides, picture cards gave me idea of what is being told in the story, not only guessess the story from the text.¹⁷⁸

The following is the documentation of students activity when they doing discussion.¹⁷⁹



Figure 6, students discuss and analyze the narrative text

After guiding all groups, the teacher check whether the students have finished their work or not yet. Three groups answered that they have finished the work, but two other groups were not yet. Then the teacher gave them additional time for about 5-10 minutes to finish their work. After 10 minutes all group have already finished their work. Then, the teacher asked every leader of the group to present the result of the discussion by read aloud the

¹⁷⁷ Interview with Student A , on 2 September 2022 at 10.05 a.m

¹⁷⁸ Interview with Student B, on 2 September 2022 at 10.05 a.m

¹⁷⁹ Figure 6, the documentation of students discussion activity on Friday, 26th August 2022 at 09.00 a.m

story in front of the class and deliver the moral value of the text. The following is the documentation of students presentation.¹⁸⁰



Figure 7, The students present the result of discussion

In this activity, there were five leader of group that present the result of discussion in front of the class. In this part, usually the teacher asked each group to put the picture cards that have been arranged in the white board then read them in front of the class, but because the limited time, the teacher just asked each group to present their result of discussion in their location. Along with this activity, the teacher also corrected the students pronunciation in reading the text, and the students repeat the words that the teacher told to pronounce. After that, the teacher gave the clues from what have be presented by the students. The teacher also give the additional points to the leader of the group, and also the students that active during the learning activity.

Based on the writer observation, in this activity, the students did not get the difficulty in finding the generic structure, language feature, social function, and the moral value of the narrative text but they have a little difficulties in understanding the unknown words, so the English teacher allowed the students to used their smartphone to find the meaning of the unknown words. This is in line to what said by Student B in the interview:

Reading narrative text using picture cards is really exciting, even though we found some words that we didn't know the meaning of. Picture cards were able to stimulate our brains to find the meaning of

¹⁸⁰ Figure 8, the documentation of students presentation on Friday, 26th August 2022 at 09.30 a.m

this words. However, we are allowed to open the dictionary in our smartphone.¹⁸¹

The students C also supported:

Reading narrative text using picture cards was really fun, we felt easier in understanding the narrative text, even though there were some words that I don't know the meaning of. But apart from that, I can learn narative text through arranging picture cards. Personally I also more easy to understand the material if there are picture provided, so that the material will easy to remember.¹⁸²

Based on those statement, it can be said that in the activity of reading narrative text by picture cards also can develop their vocabulary. The teacher allowed them to used the smartphone to help them to find the meaning of the unknown words. Technology has become influential for people in simplifying what they do, also can support the teacher to adapt the classroom activities by enhancing the language learning process and supporting the curriculum.¹⁸³

c. Post- teaching Activity

After finishing the learning activity, the teacher gave opportunities for the students to presents their opinion about the learning activity. The teacher asked to the students about “which one more interesting learning, whether reading narrative text used LKS and book, or reading narrative text using picture cards?” Then all the students answered that learning reading narrative text using picture cards is more interesting than just read the LKS. The teacher also gave the feedback to the students. In this activity, the teacher asked the students to wrote the important notes of narrative text material which have learned, so that the students sometimes can read again and remember the material have learned. In the end of post-teaching activity, the teacher and the students concluded the material that have learned. The teacher

¹⁸¹ Interview with student C at 2 Semptember 2022 at 10.15 a.m

¹⁸² Interview with student C, 2 September 2022 at 10.10 a.m

¹⁸³ Aulia Rahman, “Students’ Perception on Using Educational Application on Smartphone in Learning English” (Thesis, Banda Aceh, Ar-Rainry State Islamic University, 2021).

involved the students to conclude the material so that the students will more active, not passive. This activity was according to the lesson plan.¹⁸⁴

3. Kegiatan Penutup

- a. Peserta didik : Membuat ringkasan materi teks naratif (*narrative text*) dengan bimbingan guru
- b. Guru : Memeriksa pekerjaan peserta didik yang sudah selesai/ kelompok yang kinerjanya dan diberi paraf serta diberi apresiasi/nilai.

C. PENILAIAN PEMBELAJARAN]

- 1. Tes Tertulis Lisan : Menjawab pertanyaan tentang fungsi sosial, struktur, dan ciri kebahasaan teks naratif (*narrative text*) serta menjawab pertanyaan berkaitan informasi tersurat, tersirat, rinci topik, gagasan utama paragraf.
- 2. Tes Praktik : Menyusun teks naratif (*narrative text*) dengan memperhatikan struktur, fungsi sosial, dan ciri kebahasaannya.

Figure 8, Post-teaching Activity, captured from the lesson plan

3. Evaluation

After finished the learning process, the teacher conducted the evaluation of the learning process. Assesments is regarded as the most important part of evaluation process because the succes of learning process commonly determined by the resultl of assesment.¹⁸⁵

Based on the writer observation, in evaluation process, the teacher conducted the question and answer session related to narrative text to know about how far the students understand the material given by the teacher. The teacher asked about the orientation part of the story such as “who are the main characters of the story?”, then the teacher also asked whether the structure of narrative text is appropriated or not. The students answered the questions actively so that the teacher can measure how far the students understand the material. The teacher also gave additional points to the students who active in the learning activities. The English teacher said:

The assessment that I used to check how far my students understood the material by asking some questions related to the material at the end of the lesson, such as “What is the topic of the story?”, “Is the structure of the story appropriated to the generic structure of the narrative text?”, and so on. Besides, I also asked the synonyms and antonyms of the words to measure whether the students knew or not.

¹⁸⁴ Figure 8, Post-teaching Activity, captured from the lesson plan

¹⁸⁵ Apsari and Haryudin, “The Analysis of English Lecturers’ Classroom-Based Reading Assessments to Improve Students’ Reading Comprehension”.....35.

This assessment also benefits for them to trained them to answer the examination test.¹⁸⁶

Based on the English teacher explanation, it can be said that assessment that used in the end of the research is the question and answer session in the end of learning process. Questions are very important for the teacher to measure whether the students have understood the lesson or not.¹⁸⁷ In this activity, the teacher gave the direct questions to the students related to the social function, language features, generic structure, and also some questions related to main idea, synonym of words, and some explicit and implicit information from the text, then the students answer actively to answer the teacher's questions. Along with this, the teacher gave the additional point to the most active students, and asked the other students to be more active too, so that the learning activity was very interesting and the classroom situation was alive. The English teacher said:

We checked how far the students understood the material through the direct question-and-answer session because the written test also does not always show how far their real understanding is. So, in this lesson, I prefer to use the question-and-answer session in the end of the lesson.¹⁸⁸

In line with this, Rixon as cited in Yanuarti Apsari and Acep Haryudin stated that the success of learning process can determined by the result of assesments. Generally, the teacher uses the test as the best tools to measure the students ability in reading. However, the high score that achieved by the students trough formal test does not guarantee that the students are very good in reading, so that the teacher also can conducted the other way of assessment, such as conducting the question and answer session or oral assessment to check whether the students have understood the lesson or not.¹⁸⁹

¹⁸⁶ Interview with the English teacher of 11th Grade, 23 August 2022 at 11.50 a.m

¹⁸⁷ Adi Adi, "Implementing Question and Answer Technique to Enhance Students' Speaking Ability at SMP Islam Paramitha Malang," *Journal of English Educators Society (JEES)* 1, No. 1 (2016): 3, <https://doi.org/10.21070/jees.v1i1.145>.

¹⁸⁸ Interview with the English teacher of 11th Grade, 23 August 2022 at 11.55 a.m

¹⁸⁹ Apsari and Haryudin, "The Analysis of English Lecturers' Classroom-Based Reading Assessments to Improve Students' Reading Comprehension".....35.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

The writer can conclude that the implementation of picture cards as teaching media for reading narrative text was matched to the theories, result of the interview, and the lesson plan which stated that the implementation of the teaching and learning process was conducted through three steps, including preparation, implementation, and evaluation. In the preparation stage, the teacher prepares everything needed for the teaching and learning process, such as the lesson plan, teaching materials, teaching media, evaluation media, and so on. Then, in the implementation process, the teacher implements the teaching procedures based on the lesson plan which consists of pre-teaching activity, whilst-teaching activity, and post-teaching activity.

In the pre-teaching activity, the teacher conducted some activities such as greeting the students, checking their attendance, and preparing the students to be ready in join the learning process by giving them orientation, apperception, and motivation to make them more ready to join the learning activity. Besides, the teacher also re-call the students memories about the material by giving some questions related to the material. Then, the students were asked to observe the picture cards as teaching media for reading narrative text.

Then, in the whilst-teaching activity, the teacher conducted the main teaching reading activity according to the lesson plan by implementing the picture cards as teaching media, guiding the students to discussing the material, especially the material that the students were still confused about. So that a communicative learning process was conducted. This activity is conducted by literacy and 4C as a development of curriculum 2013.

Then, in the post-teaching activity, the teacher allowed the students to present their opinion about the learning process, whether the learning process was interesting or not, and so on. The teacher also gave feedback to the students. After conducting the post-teaching activity, the teacher evaluates the students by

conducting the question and answer session to measure how far the students understand the material given.

B. Limitation of Study

In this research, the writer limited the study on the implementation of picture cards as teaching media for reading narrative text on the 11th grade students of MAN 3 Banyumas. However, there are unavoidable limitations in this research because this research used qualitative research and just researched the learning process, not up to the students achievements. In addition, there is a collision time with several schools' agendas in the beginning semester, so this research was conducted in a limited time.

C. Suggestions

After getting the result of the study in this research, the writer would like to give some suggestions, as follow:

1. For the English teacher

This media can inspire the English teacher in supporting the teaching activity. By using this media, the teacher can help the students to increase their reading interest to make them easier in understanding the narrative text. The teacher should more creative to choose appropriate media to increase the students interest in reading to develop their knowledge.

2. For the Students

By implementing this media, the writer hopes the students to be active during the learning process and have high motivation in reading to acquire the knowledge.

3. For readers

The writer hopes this research can be useful as a reference for other research related to this case for English teaching development in the future.

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Appendix 1

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MA Negeri 3 Banyumas
Mata Pelajaran	: Bahasa Inggris Peminatan
Kelas / Semester	: XI/ Ganjil
Alokasi Waktu	: 2 x 45 Menit

A. TUJUAN PEMBELAJARAN

1. Menganalisis fungsi sosial, struktur dan unsur kebahasaan teks naratif (*narrative text*).
2. Menangkap makna kontekstual terkait fungsi sosial, struktur dan ciri kebahasaan serta makna isi tersurat, tersirat dan rinci teks naratif (*narrative text*).

B. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan

- a. Orientasi : Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik, menyiapkan fisik dan psikis dalam mengawali kegiatan pembelajaran.
- b. Apersepsi: Mengaitkan materi pembelajaran yang akan dipelajari dengan pengalaman peserta didik terhadap materi sebelumnya, mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
- c. Motivasi: Memberikan gambaran tentang manfaat mempelajari materi teks naratif (*narrative text*) dalam kehidupan sehari-hari, menyampaikan tujuan pembelajaran dan metode/ model pembelajarannya.

2. Kegiatan Inti

- a. Literasi : Membaca teks narrative (*narrative text*) sehingga terjadi pendekatan saintifik (mengamati, menanya, mengumpulkan informasi/eksperimen, mengasosiasikan, mengolah informasi, mengkomunikasikan).
- b. *Critical Thinking* (berpikir kritis): guru memberikan kesempatan pada peserta didik untuk mengidentifikasi, bertanya, memberikan pendapat, dan menyimpulkan tentang materi *narrative text*.

- c. *Collaboration* (kerja sama) : peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan, dan saling bertukar informasi tentang teks naratif (*narrative text*).
- d. *Communication* (komunikasi): peserta didik berdiskusi untuk menyimpulkan dan menyampaikan hasil diskusi atau mempresentasikan hasil diskusi kelompok.
- e. *Creativity* (kreatifitas) : peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan kepada siswa berkaitan tentang teks naratif (*narrative text*)

3. Kegiatan Penutup

- a. Peserta didik : Membuat ringkasan materi teks naratif (*narrative text*) dengan bimbingan guru
- b. Guru : Memeriksa pekerjaan peserta didik yang sudah selesai/ kelompok yang kinerjanya dan diberi paraf serta diberi apresiasi/nilai.

C. PENILAIAN PEMBELAJARAN

1. Tes Tertulis/ Lisan : Menjawab pertanyaan tentang fungsi sosial, struktur, dan ciri kebahasaan teks naratif (*narrative text*) serta menjawab pertanyaan berkaitan informasi tersurat, tersirat, rinci topik, gagasan utama paragraf.
2. Tes Praktik :Menyusun teks naratif (*narrative text*) dengan memperhatikan struktur, fungsi sosial, dan ciri keahasaannya.

Mengetahui,
Kepala Sekolah,

Sumpiuh, 8 Agustus 2022

Guru Mapel,

Drs. Suratno, M.Pd.I
NIP.19640525251992031004

Dra. Anung Mumpuni
NIP. 196801141995032001

Appendix 2

INTERVIEW SHEET AND RESULT

Interview 1

Subject : The English Teacher of 11th Grade
Topic : The implementation of picture cards for reading narrative text
Time : 11.00-12.00 a.m
Day/ Date : Tuesday, 23 of August 2022
Place : Administrator room of MAN 3 Banyumas

1. Apa alasan Anda memilih media picture cards untuk pembelajaran reading narrative text pada kelas 11?

Alasan saya menerapkan *picture cards* sebagai media mengajar untuk *reading narrative text* adalah untuk meningkatkan minat baca mereka, khususnya pada *narrative text*. Tentunya tidak sekedar itu saja, namun agar mereka juga dapat memahami lebih jauh tentang *narrative text* itu sendiri secara terstruktur, mulai dari *social function*, *generic structure*, dan *language features* nya, dan di akhir pembelajaran, diharapkan mereka dapat menyimpulkan nilai moral dari cerita tersebut.

Saya lebih suka menggunakan picture cards untuk mengajar narrative text, karena media tersebut cocok digunakan untuk pembelajaran reading narrative text. Selain itu, untuk menunjukkan kepada siswa bahwa "*English is fun*".

Sebelum saya menerapkan media picture cards dalam pembelajaran reading narrative text, siswa hanya mendapat keterangan secara manual saja, sehingga mereka menjadi cepat bosan, tidak ada tantangan, dan hasil belajarnya mejadi kurang memuaskan. Lalu setelah menggunakan *picture cards*, siswa terlihat lebih aktif dalam kegiatan pembelajaran reading narrative text serta memahami materi yang diberikan.

2. Apa saja yang harus dipersiapkan sebelum memulai pembelajaran reading narrative text dengan menerapkan media picture cards?

Sebelum menerapkan picture cards, saya buat dahulu picture cards nya. Biasanya saya ambil gambar dari internet atau buku cerita, kemudian digunting, dibuat pola persegi dan dilaminating supaya tidak rusak. Selain itu, sebelum pembelajaran, saya juga mempersiapkan beberapa hal seperti RPP, silabus, materi pembelajaran, media pembelajaran, evaluasi pembelajaran, internet dan HP untuk menunjang proses pembelajaran.

3. Apakah silabus dan RPP yang digunakan sama seperti saat pembelajaran di kelas?

Untuk RPP dan silabus tidak sama dengan real mengajar, karena proses mengajar merupakan pengembangan sendiri kami sendiri.

4. Bagaimana proses pembelajaran reading narrative text menggunakan media picture cards?

Proses pembelajarannya ya, untuk langkah awal saya bagi terlebih dahulu siswa kedalam beberapa kelompok yang jumlah anaknya tidak terlalu banyak, kemudian saya bagikan picture cards dengan cerita yang berbeda-beda untuk tiap kelompok (jika ada), lalu siswa diminta untuk menyusun picture cards tersebut menjadi susunan narrative text yang benar secara berkelompok. Mereka juga mendiskusikan tentang unsur-unsur yang ada dalam narrative text tersebut, kemudian dituliskan di kertas. Setelah semuanya selesai, setiap perwakilan dari kelompok mempresentasikan hasil diskusinya dengan membaca teks narrative dengan keras dan mempresentasikan picture cards yang sudah disusun dengan cara menempelkannya di papan tulis agar terlihat jelas oleh teman-teman. Jika tidak memungkinkan, maka picture cards hanya di presentasikan di tempat duduk masing-masing.

5. Bagaimana peran guru dalam pembelajaran reading narrative text menggunakan media picture cards?

Peran guru disini tidak terlalu banyak, siswa yang harus aktif, karena melalui kegiatan yang aktif, siswa menjadi lebih mudah untuk mengingat apa yang

telah mereka pelajari. Meskipun begitu, guru tetap mendampingi siswa agar siswa belajar dengan baik.

6. Apa bentuk asesment/penilaian yang digunakan untuk mengukur kemampuan siswa setelah belajar dengan menggunakan media tersebut?

Assesment yang saya gunakan untuk mengecek sejauh mana siswa memahami materi yang saya berikan adalah dengan memberikan beberapa pertanyaan terkait materi, di akhir pembelajaran. Contoh pertanyannya seperti ini : “*What is the topic of the story?*”, kemudian “apakah struktur ceritanya sudah sesuai dengan aturan dalam *narrative text*?” lalu saya tanyakan juga kepada mereka tentang sinonim kata dari beberapa vocabulary yang ada di *narrative text*, kira-kira mereka paham atau tidak. Jadi pertanyaan yang saya berikan di akhir pembelajaran tidak dalam bentuk pilihan ganda atau esay, tetapi dengan memberikan pertanyaan langsung kepada siswa, sehingga saya bisa mengetahui dan melihat apakah mereka benar-benar sudah memahami materi yang disampaikan atau belum.

7. Bagaimana cara Anda (guru) menyampaikan feedback kepada siswa?

Caranya yaitu saya tanya tentang unsur dari narative teks, siswa paham atau tidak , lalu saya tanya juga “kira-kira lebih menyenangkan yang mana, mempelajari *narrative text* menggunakan picture cards atau pembelajaran *narrative text* pakai buku saja”?

8. Apa saja hambatan yang Anda (guru) alami dalam menerapkan media picture cards untuk pembelajaran reading narrative text?

Hambatan yang saya alami dalam menerapkan media picture cards dalam pembelajaran reading narrative text diantaranya anak-anak jadi terlalu lama mikirnya, dan waktunya jadi habis. Tetapi mereka tetap fun and happy, daripada hanya mendapat keterangan secara manual saja, bosan, mengantuk, dan tidak ada tantangannya, kata mereka. Selain itu, beberapa picture cards sering hilang setelah dipakai, jadi sulit jika mau dipakai kembali untuk pembelajaran narrative text.

Interview 2

Subject : Head curriculum and also as an Economy teacher

Topic : Teaching preparations and teaching media

Time : 10.00-11.00 a.m

Day/ Date : Sunday, 3 of October 2022

Place : Conseling room of MAN 3 Banyumas

1. Untuk saat ini, kurikulum apa yang digunakan di MAN 3 Banyumas?

Untuk sekarang ini, MAN 3 Banyumas menggunakan kurikulum K13 Reguler mba

2. Apa saja yang dipersiapkan oleh guru sebelum memulai kegiatan pembelajaran di MAN 3 Banyumas dan seberapa penting hal tersebut dilakukan?

Yang dipersiapkan oleh guru sebelum kegiatan pembelajaran antara lain RPP, materi ajar, dan administrasi guru, seperti buku jurnal daftar hadir siswa, buku nilai siswa, serta media untuk pembelajaran. Selanjutnya ketika didalam kelas, awal-awal disiapkan dulu dengan berdoa, memberikan apersepsi materi yang akan diajarkan atau mungkin menggali info-info yang mungkin dimiliki siswa sebelum mulai materi. Semua hal itu sangat penting dilakukan sebelum memulai pembelajaran, supaya dapat menarik perhatian siswa kepada materi yang diajarkan, dan untuk menciptakan kegiatan pembelajaran yang efektif.

3. Bagaimana peran guru dalam mengajar ketika menggunakan Kurikulum 2013?

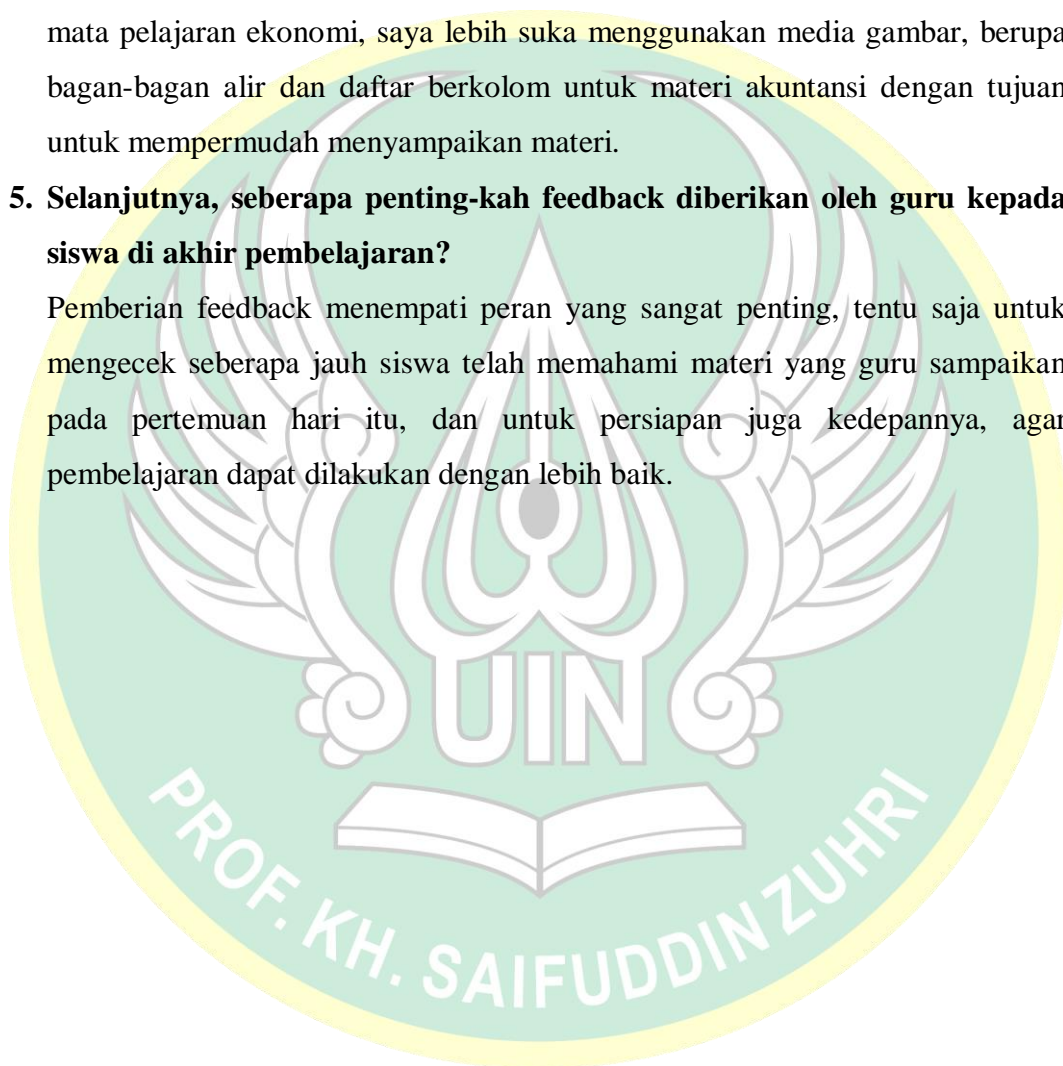
Peran guru dalam mengajar ya sebagai fasilitator untuk siswa, dimana guru memberikan banyak kesempatan kepada siswa untuk aktif dalam kegiatan pembelajaran dan bukan lagi guru yang menjadi pusat kegiatan pembelajaran, agar siswa tidak cepat mengantuk, dan pembelajaran menjadi kurang kondusif. Akan tetapi, dalam hal ini, guru harus tetap mendampingi siswa dalam belajar. Dengan cara guru melibatkan siswa dalam kegiatan pembelajaran, maka siswa akan lebih mudah untuk memahami materi yang diajarkan serta mengingatnya.

4. Menurut bapak, seberapa penting media pembelajaran digunakan dalam kegiatan pembelajaran?

Media pembelajaran itu penting sekali, walaupun di MAN 3 Banyumas, media pembelajaran masih jarang sekali digunakan. Padahal, media mampu merangsang siswa untuk lebih konsentrasi dan mampu membawa pikiran siswa ke hal yang riil dari materi yang disampaikan. Misalnya, ketika saya mengajar mata pelajaran ekonomi, saya lebih suka menggunakan media gambar, berupa bagan-bagan alir dan daftar berkolom untuk materi akuntansi dengan tujuan untuk mempermudah menyampaikan materi.

5. Selanjutnya, seberapa penting-kah feedback diberikan oleh guru kepada siswa di akhir pembelajaran?

Pemberian feedback menempati peran yang sangat penting, tentu saja untuk mengecek seberapa jauh siswa telah memahami materi yang guru sampaikan pada pertemuan hari itu, dan untuk persiapan juga kedepannya, agar pembelajaran dapat dilakukan dengan lebih baik.



Interview 3

Subject : Student A
Object : Reading narrative text using picture cards
Time : 10.00-10.15 a.m
Day/ Date : Friday, 2 of September 2022
Place : MAN 3 Banyumas

1. Bagaimana pendapatmu tentang belajar reading narrative text menggunakan Picture cards?

Baik izin menjawab, untuk penggunaan picture cards dalam pembelajaran reading narrative text itu sebagai acuan agar dapat menyusun narrative text dengan baik. Dalam pembelajaran yang dipandu oleh guru, kita dibagikan beberapa picture cards dengan cerita yang berbeda setiap kelompok, lalu dalam kelompok tersebut kita menyusun kalimat yang dikira-kira benar dan menyambung maknanya dari picture cards yang lainnya. Ketika sudah selesai berdiskusi, maka setiap kelompok akan menempelkannya di papan tulis atau mempresentasikannya dan di review oleh guru. Menurut saya, pembelajarannya sangat menyenangkan, dan ternyata bahasa Inggris tidak sesulit itu.

2. Bagaimana kesan kamu setelah belajar reading narrative text dengan media picture cards?

Baik untuk pribadi saya belajar reading narrative text menggunakan media picture cards sangat menarik dan hal ini menjadi hal yang baru dalam pembelajaran Bahasa Inggris yang diajarkan yang notabene hanya dengan buku saja. Picture cards dapat menjadi sesuatu yang dapat menarik minat siswa, juga mengasah pikiran agar siswa dapat menyusun picture cards menjadi susunan narrative text yang baik dan benar.

3. Apakah kamu menemukan ada kesulitan dalam belajar reading narrative text dengan media picture cards?

Kalau untuk saya pribadi sih agak kesulitan dalam menyusun picture cards tersebut, dengan banyak kalimat-kalimat yang mirip disana, membuat saya dan

teman-teman kelompok saya menjadi kurang yakin tentang pasangan teks yang benar dalam beberapa cards.

4. Jadi, lebih menyenangkan yang mana, antara reading narrative text dengan picture cards atau dengan buku saja? Mengapa?

Kalau menurut saya sih lebih ke alternatif pembelajaran reading narrative text menggunakan media picture cards ya mba, karena jika siswa hanya belajar menggunakan media buku saja, itu akan membuat jenuh siswa dan materi yang diajarkan menjadi tidak maksimal



Interview 4

Subject : Student B
Object : Reading narrative text using picture cards
Time : 10.00-10.15 a.m
Day/ Date : Friday, 2 of September 2022
Place : MAN 3 Banyumas

1. Bagaimana pendapatmu tentang belajar reading narrative text menggunakan Picture cards?

Menurut saya belajar reading narrative text menggunakan picture cards itu, merupakan cara baru dalam belajar narrative text, dimana siswa belajar secara berkelompok, lalu siswa diminta untuk menyusun picture cards agar menjadi narrative text yang urut.

2. Bagaimana kesan kamu setelah belajar reading narrative text dengan media picture cards?

Pembelajaran reading narrative text menggunakan picture cards sangat menarik kak, asyik, tidak sepaneng.

3. Apakah kamu menemukan ada kesulitan dalam belajar reading narrative text dengan media picture cards?

Kalau saya paling bingung dalam penyusunan picture cards nya si kak, karena kurang menguasai kosa kata, jadi agak bingung cara menyusun dan melanjutkan susunan kartunya.

4. Jadi, lebih menyenangkan yang mana, antara belajar reading narrative text dengan picture cards atau dengan buku saja? Mengapa?

Menurut saya, lebih menarik belajar narrative text menggunakan picture cards karena praktik langsung, kalau hanya materi saja membosankan

Interview 5

Subject : Student C
Object : Reading narrative text using picture cards
Time : 10.00-10.15 a.m
Day/ Date : Friday, 2 of September 2022
Place : MAN 3 Banyumas

1. Bagaimana pendapatmu tentang belajar reading narrative text menggunakan picture cards?

Menurut saya belajar reading narrative text menggunakan picture cards itu, kegiatan pembelajaran yang mengasah otak banget, tapi seru dan asyik.

2. Bagaimana kesan kamu setelah belajar reading narrative text dengan media picture cards?

Asyik banget, mudah dipahami, saya jadi dapat belajar sambil memecahkan teka-teki dari cards yang masih acak dan belum tersusun, kemudian dapat disusun menjadi sebuah teks naratif. Menurut saya, media picture cards juga sangat berpengaruh pada hasil belajar kita, karena kalau ada gambarnya, kata sesulit apapun pasti akan terpecahkan karena kita ingat dengan gambarnya. Selain itu, dengan picture cards, rasanya belajar lebih *fresh* untuk membaca *narrative text*, ada ketertarikan tersendiri untuk membaca sampai paham, berbeda kalau membaca buku biasa, kadang membuat ngantuk.

3. Apakah kamu menemukan ada kesulitan dalam belajar reading narrative text dengan media picture cards?

Terkadang ada kata-kata yang sulit, jadi bingung mencocokkannya, tapi terlepas dari itu, saya dapat belajar sambil memecahkan teka-tekinya.

4. Jadi, lebih menyenangkan yang mana, antara belajar reading narrative text dengan picture cards atau dengan buku saja? Mengapa?

Lebih menyenangkan belajar dengan picture cards karena saya pribadi lebih gampang paham dan suka belajar kalau ada unsur gambarnya, jadi lebih mudah diingat

Appendix 3

OBSERVATION CHECKLIST RESULT

Subject : Picture cards, English teacher, and students
 Object : The Implementation of Picture Cards as Teaching Media for Reading Narrative Text
 Observation Date : 26 of August 2022
 Class : 11-AGM
 Time : 08.30-10.00 a.m

No	Activity	Observation Items	Practice Checklist		Notes
			Yes	No	
1	Pre-Activity	The teacher greeted the students	√		
		The teacher leads a prayer	√		
		The teacher checks the students' attendance	√		
		The teacher checks the students' readiness to join the learning activity physically and mentally	√		
		The teacher motivates the students	√		
		The teacher makes an apperception	√		
		The teacher introduces the learning objectives	√		

		The teacher tells the concept of material	√		
2.	Whilst – Activity	Observation The teacher prepares materials: pictures with a story (there must be some pictures of the story)	√		
		The teacher asked the students to read the narrative story based on the picture cards	√		
		The teacher facilitates the students to observe the picture cards	√		
		Questioning The teacher asked some questions to the students according to the image contained in the picture cards a stimulus for the students. The teacher also motivates the students to be active in the learning process	√		
		The teacher asked several questions about the definition and structure of the	√		

		narrative text, then the teacher explains it			
		<p>Collecting Information</p> <p>The students see several randomly arranged picture cards that the teacher has pasted in the board. Then the students are told to sort the order of the random images so that they become a story.</p>		✓	The students work in groups
		<p>Associating Process</p> <p>The teacher and the students discuss the material</p>		✓	
		The students retell the results of their picture arrangement.		✓	Besides re-tell the picture arrangement, the students also presents the result of analysis about the social function, generic structure, and language features of narrative text. Then, the other

					students asked to stated the moral value of the text
		<p>Communicating Process</p> <p>The teacher asks the students about the difficulties of the use of picture cards and the students answered.</p>	√		
3.	Post-Activity	The teacher allow the students to present their opinion about the lesson	√		
		The teacher provides feedback to the students based their achievements	√		
		The teacher conducted the question-and-answer session	√		
		The teacher and students conclude the material	√		
		The teacher previews the upcoming materials		√	In this activity, the teacher does not preview the upcoming material because the time was over.

		The teacher closes the learning activity	√		
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Appendix 4

INTERVIEW GUIDELINE

A. For English Teacher

1. Apa alasan Anda memilih media picture cards sebagai media pembelajaran untuk reading narrative text pada kelas 11?
2. Apa saja yang harus dipersiapkan sebelum memulai pembelajaran reading narrative text dengan menerapkan media picture cards?
3. Apakah silabus dan RPP yang digunakan sama seperti saat pembelajaran di kelas?
4. Bagaimana proses pembelajaran reading narrative text menggunakan media picture cards?
5. Bagaimana peran guru dalam pembelajaran reading narrative text menggunakan media picture cards?
6. Apa bentuk assessment/ penilaian yang digunakan untuk mengukur kemampuan siswa setelah pembelajaran reading narrative text dengan menggunakan media picture cards?
7. Bagaimana cara Anda (guru) menyampaikan feedback kepada siswa?
8. Apa saja hambatan yang Anda alami dalam menerapkan picture cards sebagai media pembelajaran reading narrative text?

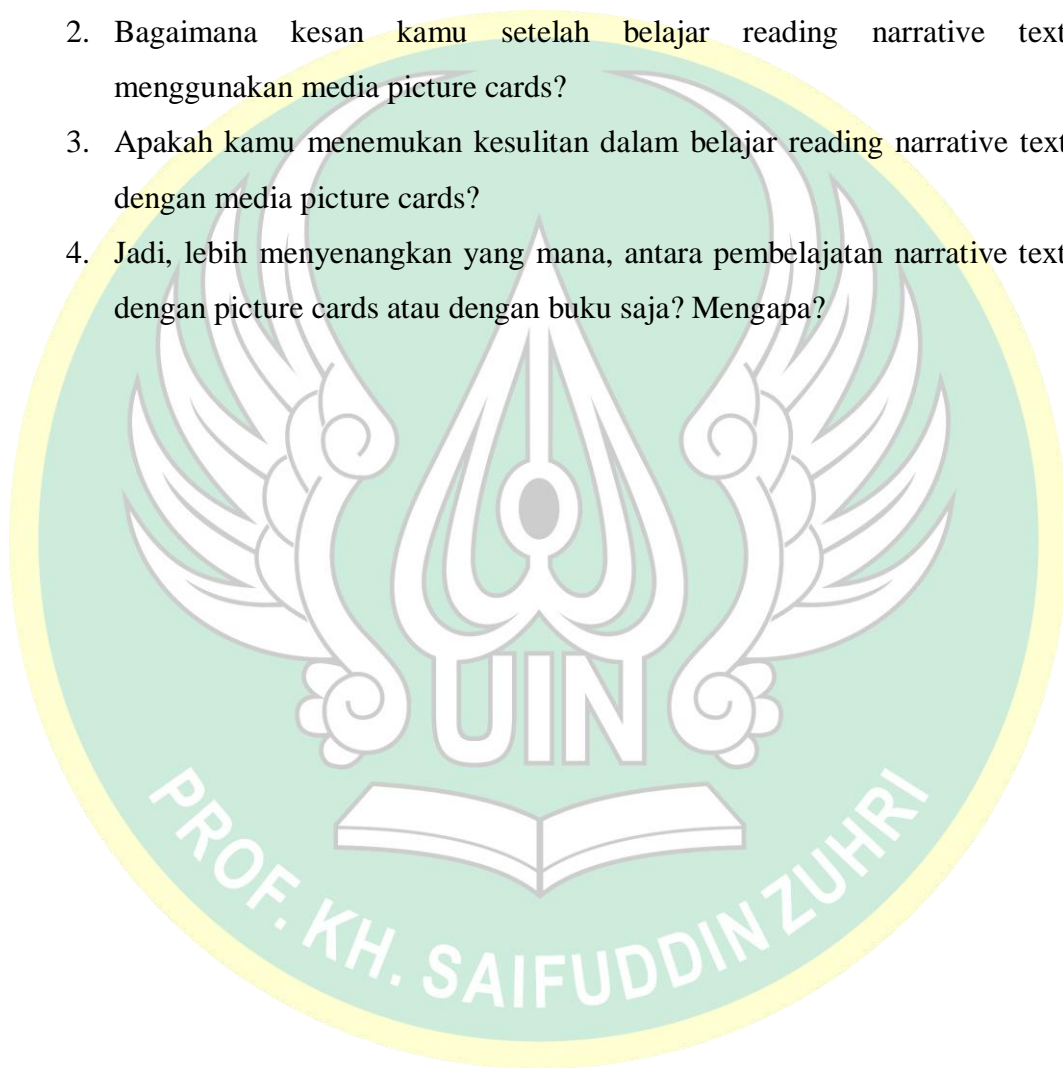
B. For the Head of Curriculum

1. Untuk saat ini, jenis kurikulum apa yang digunakan di MAN 3 Banyumas?
2. Apa saja yang dipersiapkan oleh guru sebelum memulai kegiatan pembelajaran di MAN 3 Banyumas dan seberapa penting hal tersebut dilakukan?
3. Bagaimana peran guru dalam mengajar menggunakan kurikulum K13?
4. Menurut bapak, seberapa penting media pembelajaran digunakan dalam kegiatan pembelajaran?

5. Di akhir pembelajaran, seberapa penting-kah feedback diberikan oleh guru kepada siswa?

C. For the Students

1. Bagaimana pendapatmu tentang pembelajaran reading narrative text menggunakan picture cards?
2. Bagaimana kesan kamu setelah belajar reading narrative text menggunakan media picture cards?
3. Apakah kamu menemukan kesulitan dalam belajar reading narrative text dengan media picture cards?
4. Jadi, lebih menyenangkan yang mana, antara pembelajaran narrative text dengan picture cards atau dengan buku saja? Mengapa?



Appendix 5

RESEARCH DOCUMENTATION



Preliminary research



Interview with English teacher



The teacher guides the students discussion



The students arrange picture cards



The students presentation



The students presentation

Appendix 7

OBSERVATION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

Nomor : B-e. 0230/Un.19/KJ.TBI/PP.02.2/1/2022
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

20 Januari 2022

Kepada
Yth. Kepala Madrasah Aliyah Negeri 3 Banyumas
di Tempat

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Resti Arfiana Atikoh Zulfa
2. NIM : 1817404037
3. Semester : VII (Tujuh)
4. Jurusan/Prodi : Tadris Bahasa Inggris (TBI)
5. Tahun Akademik : 2021/2022

Memohon kepada Bapak/Ibu berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Guru dan Siswa
2. Tempat/Lokasi : Madrasah Aliyah Negeri 3 Banyumas
3. Tanggal observasi : 21 Januari s.d 5 Februari 2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum. Wr. Wb.

A.n. Wakil Dekan Bidang Akademik
Kema Jurusan Tadris Bahasa Inggris



Muhammad, S.S., M.Pd.
NIP. 197209232000032001

Tembusan:
Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUMAS
MADRASAH ALIYAH NEGERI 3 BNYUMAS
Jl. Lapangan Kebokura Sumpiuh, Kab. Banyumas Telp. (0282) 497611
Kode Pos : 53195 – Email : mangodean@kemenag.go.id

SURAT KETERANGAN

Nomor : 038 /Ma.11.06/PP.00.6/01/2022

Yang bertanda tangan di bawah ini :

Nama : **Drs. SURATNO, M.Pd.I**
NIP : 196405201992031004
Pangkat/Gol. : Pembina, IV/a
Jabatan : Kepala Madrasah
Unit Kerja/Instansi : MAN 3 Banyumas

menerangkan dengan sesungguhnya bahwa :

Nama : Resti Arfiana Atikoh Zulfa
NIM : 1817404037
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah
Universitas Islam Negeri

Mahasiswa tersebut di atas telah Melaksanakan Penelitian di MAN 3 Banyumas dengan judul Penelitian :

**"The Implementation of Using Picture Card Strategy in Teaching Narrative Text at
MAN 3 Banyumas "**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banyumas, 24 Januari 2022



Drs. Suratno, M.Pd.I
NIP. 196405201992031004

Dipindai dengan CamScanner



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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Nomor : B.m.363/Un.19/D.FTIK/PP.05.3/05/2022
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

09 Mei 2022

Kepada
Yth. Kepala Madrasah Aliyah Negeri 3 Banyumas
Kec. Sumpiuh
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|--|
| 1. Nama | : Resti Arfiana Atikoh Zulfa |
| 2. NIM | : 1817404037 |
| 3. Semester | : 9 (Sembian) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Nusamangir RT 02 RW 06 Nusamangir Kemranjen |
| 6. Judul | : The Implementation of Picture Cards in Teaching Reading Narrative Text for the 11 th Grade Students of MAN 3 Banyumas |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|-------------------------------------|
| 1. Obyek | : Picture Cards |
| 2. Tempat / Lokasi | : Madrasah Aliyah Negeri 3 Banyumas |
| 3. Tanggal Riset | : 03 08-2022 s/d 03-10-2022 |
| 4. Metode Penelitian | : Deskriptif Kualitatif |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. Kepala Seksi PAIS Kankemeng Kab. Banyumas



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUMAS
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NPSN : 20364927

SURAT KETERANGAN

Nomor : 672/Ma.11.06/PP.00.6/10/2022

Yang bertanda tangan di bawah ini :

Nama : **Drs. H. SOLIKHIN, M.Ag.**
NIP : 196710101995031001
Pangkat/Gol. : Pembina, IV/a
Jabatan : Kepala Madrasah
Unit Kerja/Instansi : MAN 3 Banyumas

Menerangkan bahwa :

Nama : **RESTI ARFIANA ATIKOH ZULFA**
NIM : 1817-04037
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
UIN SAIZU Purwokerto

Mahasiswa tersebut diatas telah mengadakan penelitian di Madrasah Aliyah Negeri 3 Banyumas pada tanggal 3 Agustus s.d. 3 Oktober 2022 dengan Judul :

“The Implementation of Picture Cards in Teaching Reading Narrative Text for the 11th Grade Students of MAN 3 Banyumas”

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk persyaratan menyelesaikan Skripsi.

Banyumas, 13 Oktober 2022



Drs. H. Solikhin, M.Ag.
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