THE EFFECT OF VISUAL MEDIA ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 1 SIBABANGUN 2019/2020 ACADEMIC YEAR

Kamisah[1], Melwan Ady Rezky[2], Lidiani[3]

Institut Pendidikan Tapanuli Selatan

Email: lidianisitumeang@gmail.com

Abstract*: The aims of this research are to know: 1) The application of Visual Media on Students' Reading Comprehension of Narrative Text 2) The Students' Reading Comprehension of Narrative Text before and after using Visual Media 3) Whether there is any significant effect of Visual Media on Students' Reading Comprehension of Narrative Text at the eleventh grade of SMA Negeri 1 Sibabangun. The population of this research is all of the eleventh grade of SMA Negeri 1 Sibabangun which consist of 196 studens. Sample were 35 students which taken by purposive sampling. The research method that is experimental method. Technique collecting data the writer used observation sheet and test. The result of the application of Visual Media was 3.7 categorized "Very good". Before using Visual Media is 38.3 categorized "Fail". Meanwhile, after using Visual Media is 68.2 categorized "Enough". The result of data analysis show that t_{test}= 9.92 while t_{table}= 2.03. it means that $t_{test}$is higher than $t_{table.}$ So, the hypothesis is accepted. It means that there is significant effect of Visual Media on Students' Reading Comprehension of Narrative Text at the eleventh grade of SMA Negeri 1 Sibabangun.*

Keyword: *Visual Media, Reading Comprehension, Narrative Text*

Abstract: Tujuan penelitian ini adalah untuk mengetahui: 1) Penerapan visual media pada kemampuan membaca narrative text siswa 2) Kemampuan siswa dalam membaca narrative text sebelum dan sesudah menggunakan visual media 3) Adanya pengaruh yang significant dari visual media terhadap kemampuan membaca siswa di kelas sebelas SMA Negeri 1 Sibabangun. Populasi dalam penelitian ini adalah semua siswa kelas sebelas yang terdiri dari 196 orang. Sampelnya adalah 35 orang yang diambil melalui sampling purposive. Metode penelitian yang digunakan adalah metode eksperimental. Untuk mengumpulkan data, peneliti menggunakan lembar observasi dan tes. Hasil dari penggunaan visual media adalah 3.7, dikategorikan "Sangat Baik".Nilai sebelum menggunakan visual media adalah

38.3 itu dikategorikan "Gagal". Sedangkan, setelah menggunakan visual media adalah 68.2 itu dikategorikan "Cukup".Hasil dari analisis data menunjukkan bahwat_{test}= 9.92 sedangkan t_{table}= 2.03. itu berarti t_{test} lebih besar dari$t_{table.}$ Hipotesis diterima. Itu berarti ada efek yang signifikan dari penggunaan visual media terhadap pemahaman membaca teks narrative siswa kelas sebelas SMA Negeri 1 Sibabangun.

Kata kunci: Visual Media, Pemahaman Membaca, Narrative Text.

I. INTRODUCTION

Reading is a process to transfer the information from the writer and reader in a text. The curriculum suggest that reading in English has a purpose to improve the students achievement to read and to understand the meaning of the text, pronounciation of the word, and the grammatical features. Reading is important because it develops the mind. The mind is a muscle it needs exercise understanding the written word is one way the main grows in its ability. It also helps them learn to listen.

Narrative text is an element of language that must be studied by the students as mentioned in the curriculum. Students have to master narrative text. Narrative text nowdays becomes an important subject that must be study at school or university. Narrative text is talking about the stories past event.Reading narrative text is a process to read a text focusing specific participants.

In general meaning, narrative text is to amuse the readers or listeners with actual or imaginary experience in different ways. It is proved when I make the initial observations and give them the text and pretest in SMA Negeri 1 Sibabangun. We average get score 50 should be we get 70. From observation research, the researcher conclude that the students still low about reading narrative text. It happen because low motivation, lazy in

learning English, teaching media, bad environment, weakness teaching strategy.

Based on the fact, it shown that the ability of most of the eleventh grade students of SMA Negeri 1 Sibabangun in reading comprehension of narrative text was still low. Many students did not have enough understanding about narrative text. The students are difficult to master narrative text although they have learned it. When the teacher asked the students to read a text, they read without understanding the content clearly because the students did not understand the meaning of some words in the text. If this problem could not be solved it will be have an impact on these students such as during the national exam they will find it difficult to answer questions because most national exam questions are in the form of narrative text and also they will find it hard to find work because they can not read.

In order to solve that problems, a good media should be used in order to make the students became active and comprehend the main point of narrative text. The media was named visual media. Visual Media is media that only relies on the sense of sight.This media belongs to the way of teacher in teaching reading.

1. **Nature of Reading Comprehension of Narrative Text**

a. **Definition of Reading comprehension of Narrative Text**

Reading is an act of communication in which information is transferred from a transmitter to receiver. Reading is an activity to get information, increase perception through written text and also interprete and analyze text.According to Patel and Jain (2008:113) " Reading is an activity to an active process which consist of recognition and comprehension skill". Based on the explanation above the writer concludes that reading comprehension of narrative text is a text that is read and than understanding.

b. Indicators of Reading Comprehension of Narrative Text

1. Topic

Flemming (2011:1) " Topic is another word for subject.It answer the question,"Who or what is the paragraph (article) about?"The topic is stated as a single word or phrase not a complete sentence".

2. Topic Sentence

Langen and Jenkins (2012:2) " Topic sentences are usually in the first sentence of the paragraph but not always.

3. Main Idea

Blerkom (2009:199) " Main idea are the general statements that the author makes about the topic".

4. Supporting Details

Behne (2010:1) " The main idea of a passage is often stated in a stated in a sentence within the passage.

5. Social Function

Knapp and Watkins (2005:220) "Narrative has a powerful social role beyond of medium entertaint".

6. Generic Structure

P (2007:80-81) states that the elements of narrative text consist of Orientation, evaluation, complication, resolution.

7. Language Features

Knapp and Watkins (2005:221) explain the lexicogrammatical features on narrative text, they are 1) action verbs, for example: One day the man and his son went collecting fire-wood. 2) temporal connectives, for example: we then looked at some games and equipment.

Based on the explanation above, the researcher can concluded that, the indicators of reading comprehension consist of seven they are topic, topic sentence, main idea, supporting details, social function, generic structure, language features.

2. Teaching Visual Media

Teaching media is the kind of aids that has important function inteaching process. According to Sadiman et all (2009:28) " Visual Media is

necessary for a given learning situation becomes the basis for media selection". It means that the visual media consists of some kind, they are picture, diagram, chart, graphs, poster. Though this aspect, the media can be seen by students. It make this media called visual media. It means that every person, material, tool or event that can create conditions that allow students to receive knowledge, skill and attitudes.

a. General Principles of Visual Media

Visual Media is very important in the learning process and has general principles to used. According to Arsyad in Aritonang (2008:81) there are some general principles of visual media,such as:1)Integrations, referring to the relationship that exist between the visual elements that when functioning together, 2)Form, strange or unfamiliar form from students can generate interest and attention, 3) Colors, colors must be clear,in order to obtain a good impact for students, 4) Emphasis, Visual representation requires emphasis on one elements that will focus students' attention, 5) Simplicity refers to more a little numbers.Because it makes it easier for students to grasp and understand the message presented visually.Based on the explain above the researcher concluded that general principles of visual media is that effort the visual as simple as possible that to improve their memory, and so that can improve the learning process.

b. Advantages and Disadvantages of Visual Media

Visual media have that Advantages of learning process. Anitah et all (2008:5.6) that advantages of visual media in learning process, they are: 1) Cause attraction for students, 2) easier students understanding, 3) Clarify the important parts, 4) abbreviate a description. Based on the explanation above, the researcher takes a conclusion that Advantages of visual media in the learning process is to facilitate the interaction of teachers, gets the attention of the participants, helps in oral communication and students with the intention of helping students learn optimally.

c. Characteristic and Kinds of Visual Media

1) Picture

Picture refers to a kind of media or learning that show picture of someone or something. Anitah et all (2008:5.5) states that Picture is divert the learning from the level of learning with the symbol of words to a more concrete level.

2) Chart

Chart refers to a kind of media or learning that show chart of someone or something. According to Anitahet all (2008:5.10) Chart is a picture of something that is described with lines, pictures and words. To demonstrate a

subject that shows a relationship, development or comparison about something.

d. Steps of Using Visual Media

Based on the explanation above, the research concludes that steps of using visual media there are six, 1) Try visual as simple as possible by using line, drawing, cartons, chart and diagrams, 2) Visual is used to emphasize target information (which contains text) so that learning can be carried out properly, 3) Color must be used realistically, 4) Color and shadowing are used to direct attention and distinguish components, 5) Visual projected must be readable and easy to read, 6) Emphasize clarity and accuracy in all visuals. The steps of using visual media can create a nice condition and a good design of material. It can make the students fell enjoy to join the class and do not fell bored.

II. METHODOLOGY OF THE RESEARCH

The research takes places in SMA Negeri 1 Sibabangun that located on Jl.MSoripadaKab. Tapanuli Tengah. The headmaster of this school is KasnoM.Pd and the teacher of English are AlimatuSakdiyah, S.Pd, JulkifliS.Pd and NurhayatiS.Pd.

In this research, the researcher uses the experimental method. According to Sugiyono (2014:334)experimental research methods can be

interpreted as research methods that are used to find the effect of certain treatment on other under controlled condition.

design it can be seen clearly from pre-test experimental method to O1 X O2 get the data dependent and independent variables. The writer uses experimental research because to find out the cause effect relationship between the variables.

The population in this research is all of the eleventh grade students of SMA Negeri 1 Sibabangun which consist of 196 students. And sampleare 35 students. To taking the sample, the researcher used purposive sampling technique. Sugiyono (2014: 178) said that instrument is a tool use measure and social phenomena observed. The researcher used observation sheet and test.

In this research, to collect the data the researcher gives test to the students. While, the kinds of test that used as instrument to collect the data about students' reading comprehension of narrative text are multiple choice tests.

III. RESULT

Based on the data analyzed of the observation sheet about the application Visual Media on students Reading Comprehension of Narrative Text at the eleventh grade students of SMA Negeri 1 Sibabangun through 12

aspects of observation, obtain an average score 3.7. it was categorized "Very Good". The pretest and postest, the researcher calculated the scores highest score was 70 and 90, the lowest was 25 and 50. The mean score of Reading Comprehension of Analytical Exposition Text before and after Visual Media at the eleventh grade students of SMA Negeri 1 Sibabangun was 38.3 and 68.2, it was categorized "Fail and Enough". The description of the different data of before and after using Visual Media can be seen in the following histogram.
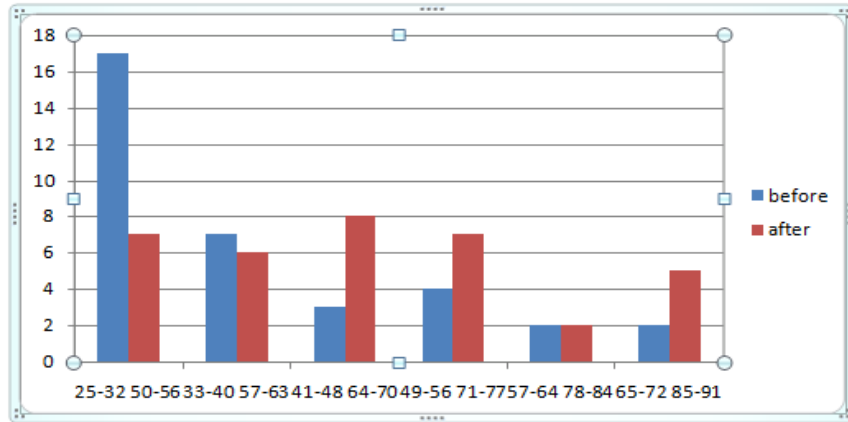
Based on the histogram above, it can be concluded that the students' achievement in reading comprehension of narrative text had been increased. It can be proved that after taught by Visual Media the students got the mean score about 68.2 that was categorized "Enough" in the interval 64-70 and before they only got 38.3 categorized "Fail" in the interval 25-32. The total students that got this category were 8 students.

IV.   DISCUSSION

Based on the observation sheet result of Visual Media on Reading Narrative Text Ability, the researcher found the score 3.7 the score is categorized "Very Good". Furthermore, the result of the students' Reading Comprehension of Narrative Text before using Visual Media was 38.3 categorize "Fail". And was 68.2 categorized "Enough". From the result t_{test}also proven that $t_{test}$is higher than t_{table}(t_{test}9.92 >t_{table}2.03), So the

hypothesis is received. The researcher concludes that the students' reading comprehension of narrative text after taught Visual Media higher than before using Visual Media at the eleventh grade of SMA Negeri 1 Sibabangun 2019/2020.

By looking the relevant studies which had been discussed in chapter II .Laraswati and Suhartono (2016) Studied "The Use of Visual Media in Teaching Writing at eleventh grade of SMA Muhammadiyah Kediri". From the research, the application of Visual media in Teaching Writing at Eleventh Grade of SMA Muhammadiyah Kediri, the researcher could know that the students enjoyed the teaching and learning process when the teacher applied visual media. It is deals with the researcher give a question and 67.76% students answer yes than 32.24% students answer no.

From the explanation above, the researcher concludes that Visual Media can increase the students in writing and also reading too. Comparing the several previous related research with this research. Laraswati and Suhartono got the average score after using visual media 67.76 categorized "Enough". In this research, the researcher got the mean score after using Visual Media was 68,2 categorized "Enough". It means that Visual Media was suitable to be used to increase the students' achievement in Reading comprehension narrative text.

CONCLUSION

Based on the result of the research, the researcher draws the conclusions that the score of the students achievement in reading comprehension narrative text at the eleventh Grade SMA Negeri 1 Sibabangun, the researcher concluded that :

a. The application of Visual Media on students' Reading Comprehension of Narrative text at the eleventh grade of SMA Negeri 1 Sibabangun is categorize "Very Good" because it shows that the mean of the students score is 3.7.

b. The students' Reading comprehension narrative text before and after using Visual Media at the eleventh grade of SMA Negeri 1 Sibabangun is 38.3 categorize "Fail" and 68.2 categorize "Enough".

c. There is any significant effect of Visual Media on students' Reading comprehension of Narrative text at the eleventh grade of SMA Negeri 1 Sibabangun 2019/2020 Academic Year. It can be seen from the score of the t_{test} is higher that t_{table} (t_{test} 9.92 > t_{table} 2.03). So, the alternative hypothesis of this research can be accepted.

REFERENCES

Anitah, Sri et all. 2008. *Strategi Pembelajaran Bahasa Inggris*. Jakarta: Universitas Terbuka.

Arikunto, Suharsimi. 2010*. Manajemen Penelitian*. Jakarta:RinekaCipta.

Behne, Allison. 2010*. Café Strategy; Use Main Idea and Supporting Details to Determine Importance.* Moser: The café Book.

Blerkom, Dianna L. Van. 2009. *College Study Skills: Becoming a Strategic Learner, Sixth Edition. Boston:* Wadsworth Cengange Learning.

Flemming, Loraine,. 2011. *Reading for Result: Identifying the Topic.* Boston: Wadsworth

Langen, John and Lynn Jenkins,. 2012. *Main Ideas and Supporting Details*. Hawaii: Learning Assistance Center.

Laraswati, Iranada and Suhartono. 2016. The Use of Visual Media in Teaching Writing. *Journal of English Teaching and Research*. Volume 1 No.1.

Moreillon, Judi. 2007. Collaborrative Strategies for Teaching Reading Comprehension. Chicago: American Library Association.

Patel, M. F., and Praveen M. Jain. 2008. *English Language Teaching (Methods, Tools & Technique)*. Jaipur: Sunrise Publisher & Distributors.

P, Iwuk. 2007. *A Guide for Reading Comprehension*, Yogyakarta: Citra
    AjiParama.

Sadiman, AriefS et all.2009*. Media PendidikanPengertian,*
    PengembangandanPemanfaatannya.Jakarta:Rajawalipers.

Sugiyono. 2012. *MetodePenelitianPendidikanPendekatanKuantitatif,*
    Kualitatif, R & D. Bandung: Alfabeta.