

THE EFFECTIVENESS OF USING PICTURE SERIES TO TEACH READING COMPREHENSION

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Abstract: Reading is an activity carried out by someone to get information previously unknown to the reader, and picture series is an interesting media for students to understand reading texts by illustrating. This study aimed to know students' reading comprehension before and after using picture series and whether or not using picture series to teach reading comprehension was effective. This research was a pre-experimental study using one group pre-test and post-test design. This research used class X students of MA Terpadu Al-Munawaroh as the population. The sample was class X-A students, totaling 18 people who were selected through the purposive sampling method. The instrument used was a reading comprehension test, and the validity and reliability were tested first using SPSS 25. The results of this research indicated that post-test mean score was higher than the pre-test. Students find it easier to catch and summarize reading content with pictures and they can retell using their own language easily. So, it could be revealed that teaching reading using the picture series of students' class X-A was effective. Then, it was highly recommended to use picture series for teachers or other researchers in listening or writing.

Keywords: *effectiveness, picture series, reading comprehension, ma terpadu al-munawaroh*

INTRODUCTION

Elka (2015) argues that English is a foreign language for Indonesian residents. However, English occupies an important position in this country. English is studied starting at the elementary school level and is still being studied up to the university level. Various learning methods can certainly attract students' interest in learning English. This is certainly a challenge for English teachers to continue to innovate in creating interesting, conducive, and actively involving students.

Reading is an activity that has a specific purpose, namely determining the right approach to reading comprehension. Because the right approach or strategy is needed in

the success of reading discourse or media in newspapers, magazines, fiction and non-fiction books. In English, a person's ability to understand reading is influenced by character and several abilities, one of which is to make a conclusion (Maznum, 2018).

In the Curriculum 2013, more than 60% of the material presented is in the form of "reading text" so this is a very serious problem for students in the learning and mastering process. Especially because the test form in the National Examination is also presented like this. Based on the Curriculum 2013 for Senior High School students are anticipated in order to understand several written texts in formal or informal forms, such as the following types, namely: recount text, narrative text, procedure text, factual report text, advertisements, and other short functional texts in daily life. With this it can be seen that reading skills are needed in all aspects. Munfadlila (2021) says that reading seems to be an essential component of the whole process of learning that students have been through while being in school.

Furthermore, Maznum (2018) found that in studying reading, students often have problems understanding text. First, reading is stated as an activity that makes most students bored, one of which is because of the students' interest in the text they are going to read. Second, students do not understand the sentence structure contained in the text because they do not understand much about grammar. Third, most students found it difficult to get messages from the text because they found unfamiliar vocabulary that needed to be translated first. Fourth, students will immediately lose interest when viewing a long text because they think it is too long and lazy to read and understand. Based on these problems, the students find it difficult to understand the text.

Based on a conversation with an English teacher in MA Terpadu Al-Munawaroh, the researcher discovered that students in class X have trouble grasping the text. Because based on their results of daily tests, it was found that the average was below the school's KKM standard, namely 65. The KKM standard for English lesson at this school was indeed low because the focus of cottage or religious lessons was prioritized over general lessons. This low average score could be influenced by a range of variables, including a dearth of motivation to learn because they were frustrated and sleepy when requested to read the text. So many students owned a limited vocabulary, then they found it hard to comprehend the text, particularly in the text of report and narrative, causing them to face many challenges with comprehension. An absence of consciousness when attempting to

illustrate what is actually occurring also has an impact on their reading comprehension. Therefore, the researcher tries to apply learning media in the classroom to improve students' comprehension of reading in narrative texts. One method that can be used is a picture series, which will be discussed in class X at MA Terpadu Al-Munawaroh. With the application of this method, it is expected that class X-A students can more easily understand the reading narrative text by illustrating what happens in the sequence of pictures.

Picture series in teaching reading is visual media that can be used because it can be helpful to draw a storyboard or to illustrate a related illustration of the text (Rusrianti, 2017). The teacher can introduce various kinds of generic structures, language features and various kinds of the text. When doing so, the teacher can start by showing pictures and trying to explain the story's course or the storyline. Telling the picture series before reading the text also can assist students in guessing or predicting the sequence of events that occurred. While students are on the reading stage, picture series can inspire them to plan events depending on the setup of the pictures. Thus, students are expected to more easily and quickly understand the meaning of text presented in each lesson.

The researcher takes reviews of related studies from the previous researchers that are relevant to this research. The first research is taken from Kamalia (2016) focused on improving students' ability to write narrative texts using a picture series. The second researcher is Elka (2015), she focused on students' reading comprehension through picture series, especially in text of narrative and the result was effective. The third research is by Rusrianti (2017), she focused on fable text using picture series and she wanted the students to be familiar (could get a message, information, and knowledge) with studying narrative text. The fourth research is by Awaliah (2014). She focused on students' writing skill in narrative text. Between their research and this research are different. This research focused on determining the effectiveness of picture series on students' reading skills despite still having difficulty with foreign vocabulary. Because they can still illustrate what is happening or meant in the text by looking at the arrangement of the pictures.

Based on the problems that occur, the researcher is interested in conducting the study entitled “The Effectiveness of Using Picture Series to Teach Reading Comprehension”.

REVIEW OF LITERATURE

Picture Series

According to Kamalia (2016), picture series can also be used as visuals in the classroom to teach reading because they contain a series of images in which one image relates to another that describes a text. Pictures are classified into two types, those are moving pictures and unmoving pictures. Both have their own advantages. One of the great advantages of unmoving pictures is that the action is still or frozen, so students can look at the image and talk about any detail in the image for as long as they like. On the other hand, in moving pictures, students are always in a hurry because the picture moves from the initial situation to the next situation. Listianti (2016) states that picture series is a type of picture that describe an object or a situation. Which tells a story or a process how to do things. The picture must be arranged chronologically.

Picture series is a sequence of pictures that follow a conversation in terms of introducing or presenting the meaning contained in the image. It is said to be a picture series because one image with another has a relationship between events. The beginning of the use of this picture series is so that the order of the image media can make it easier for students to grasp the meaning of storytelling activities. By presenting a chronological event by presenting people, objects, and settings (Hikmah et al., 2014).

Adapted from Listianti (2016), the application of picture series media for teaching reading narrative texts carried out by the researcher is as follows:

- a. The teacher asks students' knowledge about kinds of narrative texts such as fables, myths, legends, fairy tales, etc.
- b. The teacher shows several pictures related to the material to be discussed in a non-sequential way
- c. Students are asked to pay attention and guess the order of the pictures in sequence
- d. Students are asked to describe what is happening in the arrangement of the pictures
- e. Students are given a narrative text and asked to make sure that the arrangement of the pictures matches the text

- f. The teacher appoints several students to read the text in turn
- g. Students are asked to mention the unfamiliar vocabulary and look up the meaning in the dictionary
- h. The teacher gives a quiz related to the text being discussed

Reading Comprehension

Herwiana (2021) states that reading and discussing certain passages in detail are the most common activities practiced in reading classes. Students identify the main idea of the text, comprehend the structure of the text, locate details about the text, and analyze the meaning of the term in context, and also suppose unfamiliar vocabulary, locate references, and so on.

According to Maharani (2021), the process of connecting information from a text to the reader is known as reading. It means learning to read comprehension is influenced by the reader's experience in reading. Thus, the ability to recognize the content of a text, process it, and merge it with what the reader already knows is referred to as reading comprehension.

Reading comprehension is known as the ability to read text, process it, and understand its meaning. The ability to make inferences is one of the attributes and talents that determine an individual's ability to interpret text. Whenever English vocabulary is difficult, students spend too much mental effort reading the meaning of words, affecting their ability to grasp what is read. There are several techniques to increase reading comprehension, including increasing one's vocabulary and employing reading strategies (Mustafa & Bakri, 2020).

Measuring students' reading comprehension can be categorized into several indicators, including knowing topics and main ideas, finding reference words, synonyms, and antonyms, knowing factual information that is implicit in the text, and conclusions from the text. Reading comprehension here means mastering the reading material. Looking at some of the previous descriptions, the researcher thinks that it has a very important role that will affect the information storage process which students of all ages must have.

Narrative Text

Rahmaniah (2021) defines that narrative text is a text that contains imaginary stories, fairy tales, or true stories that have been exaggerated. Usually there is a moral value to be learned at the end of the story. The purpose of this text is to entertain the reader about the story the author has written and at the same time imply a moral message to be conveyed to the reader.

Nandy (2021) explained that in a narrative text there are three main structures that must be present. They are orientation, complication, and resolution.

- a) Orientation : This is the first paragraph that introduces the characters involved in an event in the story. In addition, the orientation contains the scene as well as the time of the story.
- b) Complication : Consists of paragraphs that explain the beginning of events. The beginning of the incident became a series of storylines which continued to conflict, climax and anti-climax.
- c) Resolution : It is the final part of the story. As the name implies, in the third structure of the narrative text contains completion.

In addition, to the three main structures of the narrative text above, the author can add evaluation and reorientation. Evaluation is an evaluation of the storyline, while reorientation is a conclusion at the end of the story.

METHOD

This was a quantitative research method, especially pre-experimental design. A design used by the researcher was one-group pre-test and post-test. Sugiono (2014) said that a pre-experimental design is one in which one group or class is received pre-test and post-test. This one group pretest and posttest strategy is conducted on a single group without the use of a control or comparison group. Through this design, it was known the effectiveness of the picture series before and after treatment on students' reading comprehension in narrative text.

This research was conducted by the researcher starting on 7th until 9th June 2022. The place for this research was MA Terpadu Al-Munawaroh on

Jl.Ngemplak, RT.03/05, Gedangan, Ngudirejo, Kec.Diwek, Jombang-East Java. The population of this research was class X at MA Terpadu Al-Munawaroh. In class X, there are two classes, namely X-A and X-B which have the same level of ability. And the Sample was the students of the class X-A.

The instruments must be validated by two English lecturers before being given to students. The first English lecturer was Maskhurin Fajarina, M.Pd who approved the instruments by suggesting revisions to item numbers 1, 3, and 4. Meanwhile, the second English lecturer was Mukminatus Zuhriyah, M.Pd who approved the instruments without any revisions. After being revised, the instruments were tested for validity and reliability and then used as pre-test and post-test. The pre-test was given first and the other one was the post-test, which was done after the students were given two treatments by the researcher.

The students' pre-test and post-test results calculated to determine the number and average using descriptive statistic. Next, the researcher conducted a normality test using the pre-test and post-test results. The researcher then employed the paired sample t-test to determine even if there is not a significant increase. The effectiveness is achieved if the sig.2 tailed result is less than 0.05. All the calculations counted with the SPSS application.

FINDINGS AND DISCUSSION

Findings

Before presenting the results of the analysis of data, the researcher would display the outcomes of the validity and reliability of reading comprehension questions which consist of 35 multiple choice questions. This test was carried out on 30 respondents who were at the same level as the 18 samples used. The following was the result of the reliability calculation using SPSS version 25.

Table 1 Reliability Statistics Result

Cronbach's Alpha	N of Items
.720	20

According to the findings of the reliability calculation above, it shows that the result was 0.720 which was greater than 0.60. In conclusion, it was proven that the instrument used was valid.

Before and After Being Taught Using Picture Series

The pre-test was conducted before two treatments using the picture series which was held on June 8, 2022. While the post-test was carried out after two treatments using the picture series which was held on June 9, 2022. The scores of the students' pre-test and post-test were checked and produced information as shown in Table 2.

Table 2 The Students' Scores

Sample	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total
Pretest	30	50	45	40	50	60	50	20	45	65	55	45	45	35	35	50	45	65	830
Posttest	55	55	70	65	70	70	75	50	60	80	60	60	60	60	70	70	75	70	1.175

The pre-test results of the 18 students showed a total of 830 and the post-test showed a total of 1.175. The calculation above would be strengthened by analyzing descriptive statistics that calculate the total score, mean, minimum, maximum, and std.deviation as in the table below.

Table 3 Descriptive Statistic Result

	N	Range	Min	Max	Sum	Mean	Std. Deviation
Posttest	18	30	50	80	1175	65.28	8.130
Pretest	18	45	20	65	830	46.11	11.575
Valid N (listwise)	18						

The table above is the score before and after being given treatment on student's reading comprehension. The student's pre-test scores got a mean of 46,11. The maximum pre-test score was 65, and the minimum score was 20. While the student's post-test scores got a mean of 65.28. The maximum post-test score was 80, and the minimum was 50.

The researcher collects data about the test results by administering the test. The score was calculated using scoring criteria based on the test results to compute the students' achievement. According to Listianti (2016), the following table classifies the categories of student achievement scores.

Table 4 Classification of Students' Learning Achievement

Point	Mark	Position of Accomplishment
80 - 100	A	Very Good
66 - 79	B	Good
55 - 65	C	Enough
40 - 54	D	Less
< 39	E	Bad

To represent the achievement of the students' scores, the classification of the scores is presented in frequency and percentage for both tests. The table below shows grade-level achievement.

Table 5 The Frequency and Rate Percentage of Both Tests

Interval	Interpretation	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
80 - 100	Very Good	0	0%	1	6%
66 - 79	Good	0	0%	8	44%
55 - 65	Enough	4	22%	8	44%
40 - 54	Less	10	56%	1	6%
< 39	Bad	4	22%	0	0%
Total		18	100%	18	100%

According to the table above, it can be seen that the frequency and percentage of student scores in the pre-test from the previous ones were not at the good and very good levels, but in the post-test there are scores of students who occupy these two levels. While the pre-test scores of students who previously occupied the bad level, in the posttest none of them occupied it.

The Effectiveness of Teaching the Reading Comprehension Using Picture Series

By looking at the students' scores, it is possible to conclude that students' reading comprehension improved after being given two treatments using picture series because the mean score of post-test increased from the pre-test. The researcher then used the Kolmogorov-Smirnov to calculate the normality test. The purpose of this is to assess whether the analysis of the data collected is normally distributed or not. The table below shows the output.

Table 6 The Output of Kolmogorov-Smirnov Normality Test

N		18
Normal Parameters^{a,b}	Mean	.0000000
	Std. Deviation	9.06723715
Most Extreme Differences	Absolute	.143
	Positive	.143
	Negative	-.097
Test Statistic		.143
Asymp. Sig. (2-tailed)		.200 ^{c,d}

The standard of educational significance was 0.05 ($\alpha = 5\%$). In the table, it could be seen that the significance is 0.200. The result was normal because the test score was higher than 0.05. Thus, the data can be interpreted as normally distributed.

The researcher decided to use a paired sample t-test for testing the research hypothesis because the data distribution was declared normal. The decision would be based on the sig.(2-tailed) value compared to the α value. The output of calculating the data in SPSS 25 is shown in table 7.

Table 7 The Output of T-Test

		Paired Differences				t	df	Sig.(2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-Post-test	-19.167	9.115	2.148	-23.700	-14.634	-8.921	17	.000

After being calculated, the results of paired sample t-test gained t-value was -8.921 with t-table value with 95% confidence level and df was 17 (1.739). It was mentioned that the value of the sig. (2-tailed) of 0.000, which was less than 0.05, it could be stated that H_a was accepted and H_o was rejected. By this finding, it was stated that there was a significant difference in students' reading comprehension before being given two treatments using the picture series method and after being given. It proved the effectiveness of picture series to teach reading comprehension for class X-A of MA Terpadu Al-Munawaroh, especially in narrative text.

Discussion

Previously, it was known that the weakness of students' reading comprehension was the lack of motivation and concern for students' learning when asked to read and understand what was happening in the text. Instead, they felt bored and sleepy and had difficulty understanding the text because they had limited vocabulary. So the researcher conducted the research on students in class X-A of MA Terpadu Al-Munawaroh using the picture series method to see if students have an increase in reading comprehension, especially in the text of narrative.

In the research procedure, there were three steps carried out by involving students in schools. The first step was giving a pre-test to determine students' reading comprehension before receiving treatment. When doing the pre-test, they complained of being bored and sleepy to read long texts, with limited vocabulary, and could not describe what was happening in the text. The second stage was to carry out treatment which was implemented twice by applying the picture series. The researcher brought the necessary media such as pictures, PowerPoint presentations, and narrative text sheets. Students were asked to arrange pictures that were not sequential and describe how the story flows. After that, students were given a piece of narrative text to read and discuss how the story was told. Where they would more easily illustrate what was happening because of the visual images from the picture series. The last step was giving a post-test to determine students' reading comprehension after receiving two treatments using the picture series. In the post-test, students' reading comprehension increased because they were able to illustrate what was happening in the text and could estimate the vocabulary associated with the incident. These three steps were carried out to collect data on students' reading comprehension scores before and after being given treatment.

After the data were collected, during the pre-test and post-test it was found that there was a significant difference in students' scores of reading comprehension. Even though in the post-test there were still some students who did not reach the KKM standard because basically this school was a boarding school where the focus of religious studies was prioritized over general studies. However, it can be stated that picture series is effective in learning reading comprehension of narrative texts in class X-A MA Terpadu Al-Munawaroh in the academic year of 2021/2022.

The application of picture series in learning activities motivated students and had a positive influence on student accomplishment in the comprehension to read narrative texts. Furthermore, the picture series method created a fun and exciting activities in the classroom, so students were happy and enthusiastic to be more active. They liked to arrange pictures and guessed by describing what happened in the pictures. In addition, students felt confident in asking and answering questions given by the teacher.

The picture series created a fun activity where students did not just see the standard text but saw some colorful pictures displayed. It made students relax and free from pressure because pictures were tools, which made them more accessible as a means of conveying messages, and it made this activity enjoyable. The students were excited in their involvement because their understanding of previously abstract text concepts became more concrete with pictures, and the material became easier to understand. Therefore, the use of visual media with the picture series method help make students interested in the lesson.

The pleasant and relaxed class circumstances certainly made students feel happy. They were glad that the researcher, as the teacher, did not teach with tension but were cheerful and alternated with humor. If a student was passive, the teacher invited the other students to invite the passive student to respond to the material being discussed so that the student who previously had not understood the fun of a picture series came to pay attention and was enthusiastic to follow teaching-learning activity. It is supported by Kurniawan et al. (2017), they said that enthusiasm for learning is passion and a great interest in learning activities. Meanwhile, Sardiman (2011) stated that enthusiasm will encourage humans to act and provide direction for activities that must be carried out according to the formulation, and in learning activities, students will aim to get maximum learning outcomes/achievements, thus requiring them to have a sense of enthusiasm for learning. With the student's interest in learning, it will grow the motivation to achieve goals, including understanding the material, being optimistic, and never giving up. In addition, Özen (2017) said that motivation is a condition in which individuals display various attitudes voluntarily to achieve certain goals. So, the picture series made students more enthusiastic about being active in expressing opinions or giving responses during learning activities, and students reading comprehension increased because they

participated voluntarily in understanding each material discussed using the picture series method.

During the treatment, picture series was given in a non-sequential first because students would be asked to guess the order of the pictures. Students seemed happy to arrange pictures because it was interesting to imagine the sequence of events that were displayed. In line with this, Rusrianti (2017) agreed that picture series make students happy because they can see a sequence of pictures from shapes, colors, paintings, etc., which can build students' imagination to draw information from pictures. After the pictures were sorted, students were asked to guess by describing what was happening in the arrangement of the pictures. This was done to stimulate students to be more active and creative in learning activities. Here, they enriched their vocabulary, increasing their reading comprehension of the text. Beside that, Inayah (2019) stated that vocabulary is essential in teaching English. The students would find it easier to understand and use language with a more extensive vocabulary. They would better understand how the story unfolds, so they could learn to read narrative texts easily.

All the explanations above reveal that the picture series created fun activities and made students happy, enthusiastic, and more active. So, it was easy for students to participate in learning activities confidently. They were confident in asking questions they did not understand, confirming what they still had doubts about, and trying to answer questions without worrying that their answers would be wrong. They did that without feeling embarrassed or pressured. Self-confidence is essentially a feeling that enables us to get a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as pride, independence, assertiveness, enthusiasm, optimism, compassion, trustworthiness, ability to handle criticism and emotional maturity. In this case, Winarni (2010) agreed that in learning a language, self-confidence is the most important thing for students. For their learning, self-confidence will give them the motivation and energy they need to be optimistic. Because most students have ideas in their minds, they choose not to express them. This is because students do not have self-confidence. Therefore, self-confidence was very useful for students' self-development in learning activities.

The results of this present study are strengthened by the description of the picture series by Nurhayati (2014), who stated that the picture series is a medium that has several

advantages, such as attractive pictures and the fact that students do not need to read too many words because picture series will help them guess the story. This can be seen from the series of pictures that represents a series of events. It arouses students' interest in learning more about the text using picture series. This media is one method for students to develop their creative media skills and improve their reading comprehension.

Moreover, Hardiyanti (2020) believes that picture series can improve students' reading comprehension. It can be seen from the application of this media in the classroom that students who have experience reading texts with pictures have better text comprehension, are more accessible to remember the text, and are more motivated to read. In addition, picture series helps students to read, understand the text, and understand to make the meaning of the text. Picture series also help provide illustrations for students who cannot read. However, picture series is a creative and appropriate way to describe meaning.

To sum up, it can be said that picture series affect students in increasing their reading comprehension. A research conducted by Kamalia (2016) supported a significant difference in improving the comprehension of reading in the text of narrative in class eight who were taught by using picture series. The effectiveness of using the picture series is also proven by the results of a previous study conducted by Listianti (2016) on seventh grade students, with the results that there was significant effectiveness in their comprehension of reading in procedure text. Furthermore, Rusrianti (2017) found that there was a significant effect on students' comprehension in reading narrative text in class eight.

Finally, the research results and related comparisons showed that using picture series had a significant positive impact on reading comprehension. Therefore, it could be concluded that teaching reading comprehension by using the picture series was effective in class X-A of MA Terpadu Al-Munawaroh in the academic year of 2021/2022.

CONCLUSION AND SUGGESTION

Conclusions

Based on the previous chapter, the conclusion is that the use of picture series is effective in teaching comprehension of reading in students' class X-A of MA Terpadu Al-Munawaroh in the academic year of 2021/2022.

It proved by the result of students' reading comprehension scores in the pre-test before being taught using picture series were still weak, with a mean score of 46.11, which is at the less level. While the students' reading comprehension scores in the post-test after being taught using picture series had increased, with a mean score of 65.28, which is at the good level. It is also proven that there is significant effectiveness of using picture series in teaching comprehension of reading in students' class X-A of MA Terpadu Al-Munawaroh. It can be seen from the t-test analysis that the result of sig.(2-tailed) is 0.000, which is lower than 0.05. Then, it is stated that H_a is accepted, and H_o is rejected.

Suggestions

Based on this research, the following are the suggestions given by the researcher for the teachers, students, and other researchers.

For the teachers, picture series for teaching texts have been proven effective in this study and previous studies. Therefore, teachers are advised to use this method to teach narrative or recount texts in reading or writing comprehension for junior and senior high school students. Also, picture series are something that can be easily used and inexpensive. Pictures can be obtained from Pinterest, Google, screenshots from animations on YouTube, etc. However, in getting pictures, the teacher must adjust the age of the students so that it can be adapted to the mindset of students who are not the same as adults.

Meanwhile, for the students, engaging media can help students understand texts, which are sometimes difficult for students. Therefore, picture series are recommended to help students understand the reading text because this method has proven its effectiveness.

Lastly, for the other researchers, because the researcher only focused on the narrative text, the researcher suggests that further research be conducted on another type of text using picture series. The treatment situation and the students' perceptions of the procedure that implemented are also worth investigating. As a result, the study of qualitative is strongly suggested in order to do more research.

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