

## Developing Picture Series Media To Teach Reading Comprehension For 11<sup>th</sup> Grade Students Of Ma Bustanul Muta'allimin

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### Abstrak

*This study aims to determine the process and results of developing a picture series to teach English reading skills for explanatory text material. The sample of this research is the XI grade students of MA Bustanul Mutaalimin which amounted to 19 people. Students learn many things at school, including learning languages. This type of research is Research and Development (R&D) using the ADDIE model. The data in this study were collected through observation, unstructured interviews, and questionnaires. The data were analyzed using a manual percentage formula. The results were obtained from the validation of instruments, media, and materials. The percentage of media expert validation gets a value of 83% which means "very valid", and material expert validation gets a value of 72.5% which means "valid". In addition, the results of student responses about the media get a score of 81,57% which means "very satisfied". In conclusion, the picture series learning media is ready to be used by teachers as a learning media.*

**Keywords:** *Picture Series, Explanation Text, Reading Comprehension*

## 1. INTRODUCTION

One language that can be used to communicate with people abroad is English. People use English all over the world. Worldwide, people speak and use English. Worldwide, the language is widely used in a variety of fields, including business, transactions, knowledge, science and technology, and education (Gadis Baroqqah & Angraini, 2019). The key to unlocking the immense potential of human accomplishment is the English language. The more proficient one is in understanding English in all of its varieties of speech, vocabulary, structure, and meaning, the more one will gain individually and support the development of our nation as a cutting-edge, 21st-century state. Due to its widespread usage as a language for interstate communication and in the center, English is also important nationally (Patel & Jain, 2008)

One of the most crucial abilities that students should learn is reading. It is a positive process that can help them experience life and gain new language knowledge. Reading is helpful for language acquisition. As long as students can comprehend what they read, the more they read, the better off they will be in terms of vocabulary, spelling, and writing. Word recognition and comprehension are the two interrelated processes that make up reading. The capacity to identify a spoken language's written representation is known as word recognition (Harmer, 2007).

In the field of English subjects, it is still very much influenced by the media used. In the process of interview and observation of students of class

eleven A grade in MA Bustanul Muta'allimin school, students have difficulties in learning English. The result of observation and interviews that difficulties is students do not understand the meaning of word or sentence, lack of facilities for developing reading skills, such as of English media literacy in the classroom. There are two main aspects of reading that have an impact on students' reading comprehension. An internal factor is one that originates with the reader as a personal learner. It comprises the cognitive skills, tactics, prior knowledge, and useful traits of the student. It denotes that an external factor is one that arises from outside the individual reader-learner. There are three variables in it: text, context, and author. This study emphasizes the internal factor—that is, the individual learner as a reader—that influences students' achievement in reading comprehension (Sadeghi, 2007). As a result, for pupils to actively follow the lessons, teachers need to employ a range of tactics, strategies, and methods, depending on the circumstances (Safitri et al., 2024). Therefore, the researcher used the picture series in teaching explanation text so that the students find it easier to understand the text and become more interested in learning with picture series as the media. Reading can be made simple by including certain visual aids in the text, which will make the information easier for children to comprehend and recall and enable them to explain the text.

Picture series can be used as media in teaching because they can help to draw visuals or describe an illustration that can be more detailed. Besides, picture series make the reader get the message and information and can make people interested and motivated a sense of the context of the language in learning. Pictures are helpful in education so many language teachers use them as media for presenting the lessons in the teaching-learning process (Siahaan et al., 1986). Object or a circumstance is described in a picture series which narrates a tale or a method for doing something. The image needs to be placed in chronological order (Listiani, 2016).

According to previous research by (Ambarita et al., n.d.) this study aims to determine the ability, activeness, and learning outcomes of students in reading recount text after using picture series media. This research method is classroom action research, by conducting two actions in two cycles. The participants in this class action research were the students of class X MAN 2 Model Medan in the 2017/2018 semester 1 which amounted to 40 students. The data collection techniques were observation and testing. Researcher first gave pretests to students to determine their initial ability of students before learning was carried out. The results showed that the use of picture series media as learning media can improve students' ability to read English text. This can be seen from the test results given to students.

According to (Alqy & Zuhriyah, 2023) pre-experimental in nature, this study used a single group pre-and post-test design. The population of this study consisted of Al-Munawaroh Integrated MA grade X students. Eighteen class X-A students were chosen as the study's sample using the purposive

sampling technique. The reading comprehension test that was employed was initially put through a validity and reliability test using SPSS 25. The study's findings demonstrated that the post-test's average value was higher than the pre-test's. It may be stated that teaching reading to class X-A students through serialized visuals is beneficial since the kids found it simpler to capture and summarize the reading's content and could readily retell it in their language.

The purpose of this study is to evaluate the impact of picture series on students' reading comprehension using various locations, samples, and times from earlier research. The researcher is interested in carrying out a study titled "Development of Picture Series Media to Teach Reading Comprehension for 11<sup>th</sup> Grade Students of MA Bustanul Muta'allimin" in response to the issues that arise.

## 2. RESEARCH METHODOLOGY

This type of research is Research and Development (R&D) using the ADDIE model. There are five phases that make up the ADDIE instructional paradigm, consisting of: analysis, design, development, implementation, and assessment (M. Rusdi, 2018). This study used both qualitative and quantitative data. The researcher collected qualitative data through classroom observations and conducting interviews. So, researcher analyzed how students learn during the learning process in the classroom. After that, researcher conducted interviews with teacher and some students. The researcher collected quantitative data by using a questionnaire. The researcher conducted the research at MA Bustanul Mutaalimin class XI. There were 1 teacher and 19 students consisting of 17 female students and 2 female students.

Researcher also provide questionnaires to validators, namely Mrs. Winda Khoirun Nisak, M.Pd. as instrument validation, Mr. Ahmad Saifudin, M.Pd. as media validation, Mr. Ahmad Zidni Ilman, S.Pd. as material validation, then validators will provide an assessment of the proposed product. Researcher validated the instruments, media, and materials that researcher used. This validation is used to validate the products that researcher use in this study, namely picture series media, whether they are suitable for classroom learning media. If the product has been declared valid, then the researcher can use it for testing. The average value is calculated using the formula below according to (Arikunto, 2010):

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

P = Validity

$\sum x$  = Number of assessment answer

$\sum xi$  = Highest number of answers

Table 2.1 Achievement and qualification levels (Widoyoko, 2016)

Percentage %	Validity Category
82% < skor ≤ 100%	Very Valid
63% < skor ≤ 81%	Valid
44% < skor ≤ 62%	Less Valid
25% < skor ≤ 43%	Invalid

In order to get feedback from the students on whether or not media should be used in the classroom, particularly at MA Bustanul Mutaalimin, a second questionnaire was given out to them. The formula below, as stated by (Arikunto, 2013) is used to determine the average value:

$$\Sigma = \frac{X}{N} \times 100\%$$

Σ = Eligibility

X = Total Score Obtained

N = Maximum Score

Table 2.2 Percentage of Students Respond (Arikunto, 2009)

No	Percentage (%)	Satisfied Category
1	81-100%	Very Satisfied
2	61-80%	Satisfied
3	41-60%	Quite Satisfied
4	21-40%	Dissatisfied
5	0-20%	Very Dissatisfied

This development research will stop if the developed product has met the criteria of feasible use, validity, and satisfaction according to the validator with a percentage of 63%-81% and getting student responses with a percentage of 61%-80%.

### 3. RESULT AND DISCUSSION

#### Result

In order to educate explanation text in reading comprehension for grade eleven students at MA Bustanul Mutaalimin through many procedures utilizing the ADDIE model, the researcher created picture series.

Figure 3.1 Picture Series Media



Through student interviews and observation, the researcher identified the issue. Researcher created picture series media to support students' acquisition of English reading comprehension through the use of explanatory texts. Media was validated by material and media validators. The outcomes of media and material validity are displayed in the table below:

Table 3.2 Media Validation Result

No	Assesment Point	Score
1	The picture series media is in accordance with the core competencies and basic competencies	4
2	The media used is in accordance with the learning objectives	4
3	The picture series media is in accordance with the learning material	4
4	Media picture series displays clear and interesting images and writings	3
5	The picture series media makes it easier for students to understand the material	3
6	Media picture series can facilitate the student's imagination	3
7	Media picture series attracts students' attention for explanation text material	3
8	Picture series media is made creative and interesting	3
9	Picture series media is suitable for use as learning media	3
Total Score		30

$$\begin{aligned}
 P &= \frac{\sum x}{\sum xi} \times 100\% \\
 &= \frac{30}{36} \times 100\% \\
 &= 83,3 \%
 \end{aligned}$$

The calculation from the table above produced a total of 83,3%, which can be deemed "very valid," leading to the conclusion that the product can be tested.

Table 3.3 Material Validation Result

No	Assesment Point	Score
1	The material is in accordance with the core competencies	3
2	The material is in accordance with the basic competencies	3
3	The material presented is easy for students to understand	4
4	The material is in accordance with the learning objectives	3
5	The information presented is consistent with both fundamental and core competencies.	3
6	The material content of the picture series media is easy for students to understand	3
7	The content of the material provided can motivate students' interest in learning	2
8	The picture series media attracts students' attention for explanation text material	3
9	The picture series media is creative and interesting	2
10	Picture series media is suitable for explanation text material	3
Total Score		29

$$\begin{aligned}
 P &= \frac{\sum x}{\sum xi} \times 100\% \\
 &= \frac{29}{40} \times 100\% \\
 &= 72,5 \%
 \end{aligned}$$

The calculation from the table above produced a total of 72,5%, which can be deemed "valid," leading to the conclusion that the product can be tested.

Table 3.4 Student's Respon Result

NO	Assesment Point	Percentage
1.	A	72,5%
2.	B	80%
3.	C	80%
4.	D	75%
5.	E	92,5%
6.	F	70%
7.	G	92,5%
8.	H	85%
9.	I	87,5%
10.	J	82,5%



11.	K	80%
12.	L	75%
13.	M	75%
14.	N	72,5%
15.	O	90%
16.	P	80%
17.	Q	77,5%
18.	R	95%
19	S	87,5
	Total	81,57%

The researcher gave a questionnaire of student's responses totaling 19 students, at the end of the implementation and the evaluation result was 81,57% with the criteria "Very Satisfied".

## Discussion

In order to teach English reading comprehension, the researcher must address the following issues in this study: 1) How is the process of creating image series media, and 2) How is the end product of creating picture series media? The first step is analysis, where the researcher looks for issues that arise when students are studying English and examines the curriculum by interviewing and observing students in class XI MA Bustanul Mutaalimin regarding their English classes. The researcher then discovered that the primary barriers to learning in the classroom are students' inability to comprehend words or sentences and the absence of resources for improving reading comprehension, such as media literacy in English. Therefore, researchers developed a picture series media that students can use to learn to increase vocabulary and reading comprehension of material about Explanation text. According to (Ahmad, 2018) one of the techniques used in a study to ascertain the needs analysis is analysis.

Enhancing kids' reading comprehension skills is the answer to helping them comprehend books and picture series, among other texts. One type of material utilized in reading classes is picture series. Their ability to communicate their ideas creatively will improve, and they will be able to share their understanding with their friends so that they can all grasp what they read. It is one method by which students can enhance their reading comprehension and discover their creative side via the use of media (Astuti & Nurhayati, 2014). Prior to moving on to the next phase, the researcher examined and made revisions after examining the curriculum and the demands of the pupils. The researcher chose to create a learning design that is utilized for creating performance objectives, competencies, learning strategies, assessment, and evaluation in the second stage, which is the design stage. The investigator created a picture series measuring 21 by 29.7 cm. The images are printed on art paper and feature four captivating images with a natural theme along with intriguing text and

illustrations. Before moving on to the next phase, the researcher assessed and made revisions to the product after it was designed.

During the third stage of development, researchers have to submit their work to three sets of validators: material validators to make sure the product is in line with the material used; media validators to see if the media meets the needs of the students; and instrument validators to see if the products follow the correct language structure in the questionnaire. This stage is carried out before the media is used in the learning process in the classroom. In the event that the validator makes revisions, the researcher is required to assess and make changes first. Thus, scholars are able to use this media.

Implementation is the fourth step. At this point, the validator-approved media that was created by the researcher is used to carry out the learning process. The following are the steps involved in putting picture series media into practice: 1) the researcher divided several groups consisting of 4-5 students 2) researcher distributed picture series media in each group 3) the researcher explained the material to students, 4) students were invited to work on questions according to the material on the media, 5) students presented the results of group work in front of the class. The researcher also distributed questionnaires after implementation to all students to find out whether the product was suitable for use or not and get suggestions from students. The score of the student response was 81,57%. Products that have been developed by problem-solving must be tested on users to perfect their structure and function (Suharsimi Arikunto, 2006).

The fifth step is evaluation. At this stage, researcher consider suggestions and comments from the results of expert validation, namely Mrs. Winda Khoirun Nisak, M.Pd. as instrument validation, Mr. Ahmad Saifudin, M.Pd. as media validation, Mr. Ahmad Zidni Ilman, S.Pd. as material validation, and student responses from all students of class XI A MA Bustanul Mutaalimin.

#### 4. CONCLUSION

From this study it can be concluded that most students who are difficult in English reading comprehension can be helped by the picture series media. In addition, with this picture series media, students can understand and explain this explanatory text material easily because in addition to being helped by the pictures in this media, students can also be helped by the randomized paragraphs.

Researcher get scores from media validation, and material. Media expert validation received a score of 83.3% which means "very valid", and material expert validation received a score of 72.5% which means "valid". besides that, the results of student responses regarding the media received a score of 81,57% which means "very satisfied".



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