USING PICTURE SERIES IN INCREASING READING COMPREHENSION OF NARRATIVE TEXT OF EIGHTH-GRADE STUDENTS OF SMPN 5 BAJAWA IN THE ACADEMIC YEAR 2023/2024

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ABSTRACT

This thesis is entitled: 'Using Picture Series in Increasing Reading Comprehension of Narrative Text of Eighth Grade Students of SMPN 5 Bajawa in Academic Year 2023/2024'. The problem of this research is can the use of picture series increases reading comprehension of narrative text of eighth-grade students of SMPN 5 Bajawa in the academic year 2023/2024. This research aims to know whether the use of picture series can increase reading comprehension of the narrative text of eighth-grade students of SMPN 5 Bajawa in the academic year 2023/2024. The method used was the experimental method. This research was conducted in SMPN 5 Bajawa, particularly eighth-grade students. The population of this research was 150 students of SMPN 5 Bajawa. By using purposive sampling, the writer selected one class which is 30 students as a sample. This sample was divided into two groups, such as the experimental group consisting of 15 students and the control group consisting of 15 students. The instrument used to collect data to measure the value of variables was a test that is multiple choice that consist of 40 items. In collecting, the data the researcher used pre-test, treatment, and post-test as the data collection procedures followed by analyzing the data by using the t-test formula. The result shows that using picture series can increase reading comprehension of narrative text of eight grade students of SMPN 5 Bajawa in the academic year 2023/2024 because the result of the statistical calculation indicated that the value of the t-test was 2,16 and the value of df (degree of freedom) 30 at the level of significance 5% was 2,04. It can be concluded that the t-test was higher than the t-table where 2,16>2,04. Since the t-test value is higher than the t-table value, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. It means that the use of picture series can increase reading comprehension of the narrative text of eighth-grade students of SMPN 5 Bajawa in the academic year 2023/2024.
Keywords: *narrative text, picture series, reading comprehension.*

INTRODUCTION

Language is a tool of human communication. As stated by Algeo (200:2) language is a system of conventional and vocal signs through which human beings communicate.

English is a universal language that grows up quickly with modern digital technology. It is the first foreign language in Indonesia that has an important role since the language can be used to help not only students who want to enroll themselves in higher educational institutions but also the people who are looking for better jobs or positions.

There is no guarantee that students have a good understanding of English text automatically. Teaching English is not easy because it requires motivation and creativity to make good conditions and achievement of English learning and teaching goals. Students in Junior High Schools still find difficulties in reading skills. According to Nofitarina (2016:69), some problems come from the students during the teaching reading process, especially in identifying information, identifying the main idea, and making inferences from narrative text. Moreover, the students feel bored because they read the text too long and they

feel confused about how to answer the questions related to the narrative text because they find many unfamiliar words in the text. For example, when the students read a text, they cannot comprehend the text because it is a long text. Based on these reasons, the students need an interesting technique to improve their reading comprehension.

Readingis something crucial and indispensable for students because the success of their studies depends on the greater part of their ability to read. If their reading skill is poor, they are like to fail in their study or at least have difficulties in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their studying.

Reading is an important part of one of the basic skills that we have to master besides listening, speaking, and writing. It becomes an important skill because it is a 'window' to know the world. It is a 'window' means that it makes students gain information to increase their knowledge. Reading is a receptive skill, through it we receive information.

It is often reflected as a difficult skill in English for some students, especially in reading for comprehension which is the most important part of reading skills. The factors commonly faced by the students in comprehending reading text are they do not know the meaning of the vocabulary, they have difficulty understanding phrases and sentences, they cannot connect ideas in a passage, they lack concentration during reading and they are afraid of making mistakes. Based on these problems, the students think that reading is difficult in particular reading for comprehension. This is the duty of teachers to know how to solve problems in teaching reading comprehension. They need to show the students how to understand or comprehend reading materials that are given to them easily. The students need to comprehend what is being read to them. It means that the students have to understand what the content of the text is thus they can get the information.

Some methods can be used by teachers to teach reading, in this case reading for comprehension. As stated by Tierney (1982) there are six methods used to teach reading comprehension, as follows:

1. Using prior knowledge/previewing
2. Predicting
3. Identifying the main idea and summarization
4. Questioning
5. Making inferences
6. Visualizing

All of those methods are used by the teachers with the purpose that the students can understand the reading text easily and they do not have to feel so depressed to comprehend the text.

One of the methods of teaching reading comprehension is visualizing. The process of visualizing it can be done through pictures. This method requires the students to understand the text through the visualization of the picture that is included in the text. It is very helpful for the students because sometimes the written form is too boring for them to read, that is why the writer uses the method through pictures to teach reading comprehension in narrative text. By using pictures, the students can arrange the events or create a story, because the pictures are easy to be understood rather than using written or printed text. The use of pictures also can increase the students' attention because the display of pictures is more attractive to them.

There are so many benefits that can be gained by the students through picture series in reading comprehension, such as picture series can improve student's concentration on learning, picture series can encourage the student's participation in group discussion, the students can create their picture series, the students can gain more vocabulary, and the

students can comprehend the text or the story easily. Based on those benefits, the writer is interested in applying a technique in teaching reading, particularly in teaching reading comprehension. The writer used picture series in teaching reading to achieve students' reading comprehension.

The writer chose this topic because she wants to know whether using picture series can improve students' reading comprehension or not, especially narrative text. She also wants to find out the improvement of the student's reading comprehension when they read by using picture series and when they read without using picture series. Thus, to know about that the writer will use an experimental method to find out the improvement of students' reading comprehension in narrative text through picture series.

Based on the above background, the researcher intends to conduct a study entitled:'Picture Series in Increasing Reading Comprehension of Narrative Text of Eight Grade Students of SMPN 5 Bajawa in the Academic Year 2023/2024'.

METHODOLOGY

According to Arikunto (2013), research design contains everything that has the purpose of getting information about the use of picture series to improve students' reading comprehension of narrative text. The research design used was the experimental method.

According to Kerlinger (1986:315), the experimental method involves manipulating one variable to determine if this causes changes in another variable. This method relies on controlled research methods and random assignment of study subjects to test a hypothesis. The scientific method forms the basis of the experimental method.

RESULTS AND DISCUSSION

In this chapter, the writer would like to present the findings of the research and the discussion of the findings. The findings of the research are in line with the problem statement as stated in chapter one.

Findings

After obtaining the data needed through pre-test and post test, the data that have been obtained was carried out in some steps. First, the scores of the experimental and control groups were facilitated to be computed in the statistical analysis section. It has the purpose of seeing the differences in scores from both the experimental and control groups in the pre-test and post test before and after the treatment.

Secondly, the data that have been tabulated are analyzed by using the analytical procedures in the chapter tree. In this section, the instrument was carried out statistically by using some related formulas that were applied to calculate the data. The purpose was to see the use of picture series to facilitate the improvement in reading comprehension in the narrative text by seeking the mean score for both experimental and control groups in pre-test and post-test, standard deviation and then tested by using the T-test formula.

Finally, the result of the statistical analysis was used to test the hypothesis of this research to see whether the result was accepted or not.

In calculating the scores, both groups were symbolized differently. The experimental group is symbolized as X and the control group is symbolized as Y and these drafts are presented in tables. The first table presents the data or pre-test scores of both groups.

Pre Test

A pre-test was given to measure the student achievement before the treatment.

The Result of Pre Test

Table1: The Students' Results in the Test

No.	Experimental group (X)		Control group (Y)	
	N (Students)	Score	N (Students)	Score
1	N1	40	N1	50
2	N2	60	N2	40
3	N3	70	N3	60
4	N4	77	N4	63
5	N5	63	N5	53
6	N6	40	N6	67
7	N7	50	N7	50
8	N8	80	N8	70
9	N9	63	N9	47
10	N10	77	N10	57
11	N11	83	N11	73
12	N12	40	N12	30
13	N13	70	N13	60
14	N14	57	N14	80
15	N15	73	N15	60
	N=15	**∑x: 943**	**N=15**	**∑y:860**

Note:

N : Number of the sampel

∑x: Sum of the scores of the experimental group

∑y: Sum of scores of the control group

Based on Table 1 above, the total score of both the experimental group and control group is quite different. As it is shown in the data above, the total score of all students in the experimental group was 943 while the total score of the students in the control group was 860. It can be concluded that the experimental group got higher scores than the control group. There were seven students in the experimental group got higher scores such as N3(70), N13(70),N15(73), N4(77),N10(77), N8(80), and N11(83) while in the control group, there were only three students got higher scores, such as N8(70), N11(73), and N14(80).The highest score of the experimental group in the pre-test was 83 obtained by one student, that is N11 and the lowest score was 40 obtained by three students that is N1, N6, and N12 while in the control group, the highest score was 80 obtained by one student that

is N14 and the lowest score was 30 obtained by one student, that is N12.

Based on the table above, it can be seen that there were still many lower scores in both experimental and control groups before the students got the treatment. Thus, there were 8 students in the experimental group and 12 students in the control group who had the lowest scores.

The Mean of Standard Deviation Score of Control Group and Experimental Group

The following step is the way the writer counted the mean of the standard deviation score of both experimental and control groups in the pre-test. It is the way to compute the mean scores of the experimental group and control group. The formula to calculate the mean scores for the experimental group is, as follows:

$$M_x = \frac{\sum x}{\text{N1}}$$
$$M_x = \frac{943}{15}$$
$$M_x = 62$$

The formula of the mean of scores for the control group is as follows:

$$M_y = \frac{\sum Y}{N_2}$$

The calculation can be seen as follows:

$$M_y = \frac{\sum Y}{N_2}$$
$$= \frac{860}{15}$$
$$= 57$$

The writer counted the mean of both the experimental group and control group, as follows:

$$\bar{x} = \bar{x}\sum x - \bar{x}\sum y$$

The calculation is, as follows:

$$\bar{x} = \bar{x}\sum x - \bar{x}\sum y$$
$$\bar{x} = 62 - 57$$
$$\bar{x} = 5$$

Notes:

$\bar{x}$ = Average

$\bar{x}\sum x$ = Average of mean score of the experimental group

$\bar{x}\sum y$ = Average of mean score of control group

$\sum x$ = Sum of the scores of the experimental group

$\sum y$ = Sum of the scores of the control group

Based on the result of the computation of the total score of both groups, we can see that the mean difference between the experimental group and the control group is 5, where the mean score of the experimental group is 62 and the control group is 57. The mean score of each score of the experimental group can be seen as follows:

Table 2: The Mean of the Standard Deviation of the Experimental Group in the Pre Test

Table 2: The Students' Results in the Test

Nx	Xx – Mx = Xx	$\sum x^2$ Mx
1	40-62= -22	484
2	60-62= -2	4

3	70-62= 8	64
4	77-62= 15	225
5	63-62= 1	1
6	40-62= -22	484
7	50-62= -12	144
8	80-62= 18	324
9	63-62=1	1
10	77-62= 15	225
11	83-62= 21	441
12	40-62= -22	484
13	70-62= 8	64
14	57-62= -5	25
15	73-62= 11	121
Nx:15	**$\sum$x =13**	**$\sum x^2 x = 3.091$**

Note:

Mx = $\frac{\sum Xx}{Nx}$

Nx = Number of samples

Xx = The result of the experimental group pre-test

Mx = The mean of the experimental group

$\sum Xx$ = Sum of the value of the experimental group

$\sum X^2 x$ = Sum of the square value of the experimental group

The result of the standard deviation of the mean of the experimental group of pre-test is, as follows:

Nx = 15

Xx = 943

Mx = $\frac{\sum Xx}{Nx}$

= $\frac{943}{15}$

= 62

$\sum$Xx = 13

$\sum x^2 x$ = 3.091

The next step is the writer count the standard deviation of the mean of scores of the control group. It can be seen as follows

Table 3: The Mean of the Standard Deviation of the Control Group in the Pre Test

Table 3: The Mean of the Standard Deviation of the Control Group in the Pre Test

NY	Xx – Mx = Xy	$\sum x^2$My

1	50-57=-7	49
2	40-57=-17	289
3	60-57=3	9
4	63-57=6	36
5	53-57=-4	16
6	67-57=10	100
7	50-57=-7	49
8	70-57=13	169
9	47-57=-10	100
10	57-57=0	0
11	73-57=16	256
12	30-57=-27	729
13	60-57=3	9
14	80-57=23	529
15	60-57=3	9
Ny:15	**$\sum$xy =5**	**$\sum y^2 y = 2.349$**

Note:

N = Number of samples

Xy = The result of the control group pre-test

My = The mean of the control group

$\sum Xy$ = Sum of the value of the group

$\sum X^2 y$ = Sum of the square value of the control group

The result of the standard deviation of the mean of the control group in the pre-test is as follows:

Nx = 15

Xy = 860

My = $\frac{\sum Xy}{Ny}$

= $\frac{860}{15}$

= 57

$\sum$Xy = 5

$\sum x^2 y$ = 2.349

The application of the T-test formula of the result of both, experimental and control groups in the pre-test.

The experimental group:

N = 15

Mx = 62

$\sum x^2 x$ = 3.091

The control group:

N = 15

My = 57

$\sum x^2 y$ = 2.349

The Formula Used to Count for the Significance of the Treatment (Using Picture Series) Means of Score between the Control Group and Experimental Group during the Pre-Test and Post-Test

The following step shows the way to count the significance of the treatment (picture series) means of score of both of experimental and control groups to find out of mean difference using the formula as follows:

$$t_o = \frac{\text{Mx-My}}{\sqrt{\frac{\sum x^2+\sum y^2}{nx+ny-2}\left[\frac{1}{nx}\frac{1}{ny}\right]}}$$

$$= \frac{62-57}{\sqrt{\frac{3091+2349}{15+15-2}\left[\frac{1}{15}\frac{1}{15}\right]}}$$

$$= \frac{5}{\sqrt{\frac{5440}{28}[0,06+0,06]}}$$

$$= \frac{5}{\sqrt{194[0,12]}}$$

$$= \frac{5}{\sqrt{23,28}}$$

$$= \frac{5}{4,82}$$

$$= 1,03$$

Based on the above result, it can be seen that the result of the t-test is lower than the t-table in the pre-test before applying the picture series. It is proven by the result of the t-test is lower than the t-table in the level of significance 5% where 1,03 < 2,04.

Post Test

The writer continues to count the results of the experimental and the control groups in the post-tests. It is presented in the following table: Table 4.

The Result of Post Test

Table 4: The Result of the Experimental Group and Control Group in Post Test

No.	Experimental group (X)		Control group (Y)	
	N (Students)	Score	N (Students)	Score
1	N1	55	N1	65
2	N2	80	N2	70
3	N3	85	N3	75
4	N4	75	N4	50
5	N5	65	N5	70
6	N6	70	N6	50
7	N7	65	N7	55
8	N8	75	N8	50
9	N9	65	N9	65

10	N10	50	N10	60
11	N11	60	N11	45
12	N12	75	N12	60
13	N13	70	N13	65
14	N14	55	N14	65
15	N15	60	N15	60
	N=15	**∑x: 1.005**	**N=15**	**∑y:905**

Note:

N: Number of the sample

∑x: Sum of the value of the experimental group

∑y: Sum of the value of the control group

Based on Table 4 above, it can be seen that the scores of both the experimental group and control group are different. In the experimental group, there were only eight students who got lower scores between 50 to 65 that is N10, N1, N14, N11, N15, N5, N7, and N9, and in the control group, there were only three students who got higher scores between 70 to 75 that is N2, N5, N3 while the rest got lower scores. Thus, it can be concluded that the total scores of the experimental group are higher than the control group.

Note:

$$t_o = \frac{\text{Mx-My}}{\sqrt{\frac{\sum x^2+\sum y^2}{nx+ny-2}\left[\frac{1}{\text{nx}}\frac{1}{\text{ny}}\right]}}$$

Where:

Mx = Mean of paired score in the experimental group

My = Mean paired scores in the control group

N = Number of samples

∑ = Sigma

t = Test

$\sum x^2$ = The sum squared difference on group x

$\sum y^2$ = The sum squared difference on group y

The Mean of the Standard Deviation Scores of the Experimental Group and Control Group in Post-Test.

In calculating the deviation of the mean of scores of the experimental group and control group post-test, previously, the writer had to obtain the standard deviation of the mean of scores in the experimental group and control group in the following formula:

$\bar{x} = \bar{x}Mx - \bar{x}My$

$\bar{x}x = \frac{\sum X}{N}$

$= \frac{1.005}{15}$

$= 67$

$\bar{x}My = \frac{\sum y}{N}$

$= \frac{905}{15}$

$= 60$

$\bar{x} = \bar{x}Mx - \bar{x}My$

= 67-60
= 7

Where:

$\bar{x}$x dan $\bar{x}$My = the mean score of the experimental group and control group

$\bar{x}$ = Mean

$\sum$ = Sigma

N = Number of samples

The Mean of the Standard Deviation of the Experimental Group in Post-Test

NX	Xx – Mx = Xx	$\sum x^2$Mx
1	55-67 = -12	144
2	80-67= 13	169
3	85-67= 18	324
4	75-67= 8	64
5	65-67= -2	4
6	70-67= 3	9
7	65-67= -2	4
8	75-67 = 8	64
9	65-67= -2	4
10	50-67 = -17	289
11	60-67= -7	49
12	75-67= 8	64
13	70-67= 3	9
14	55-67= -12	144
15	60-67= -7	49
Nx:15	**$\sum$Xx = 0**	**$\sum x^2 x = 1.390$**

Note:

Nx = Number

$\sum Xy$ = Sum of the value of the experimental group

$\sum X^2 y$ = Sum of the square value of the experimental group

The Result of the Standard Deviation of the Experimental Group in the Post-Test

The following step is the way to count the standard deviation of the experimental group in the post-test after the writer counts the mean of the standard deviation of the experimental group.

Nx = 15

Xx =1.005

Mx $= \frac{\sum Xx}{Nx}$

$= \frac{1.005}{15}$

= 67

$\sum$Xx = 0

$\sum X^2 x$ = 1.390

The Mean of the Standard Deviation of the Control Group in the post-test

In the following step, it shows the standard deviation of the mean of scores of the standard deviation of the control group. It is presented in the following table:

Table 6: The Mean of the Standard Deviation of the Control Group in the Post Test

NY	Xy – My = Xy	$\sum y^2 My$
1	65-60=5	25
2	70-60=10	100
3	75-60=15	225
4	50-60=-10	100
5	70-60=10	100
6	50-60=-10	100
7	55-60=-5	25
8	50-60=-10	100
9	65-60=5	25
10	60-60=0	0
11	45-60=-15	225
12	60-60=0	0
13	65-60=5	25
14	65-60=5	25
15	60-60=0	0
Ny:15	**$\sum y = 5$**	**$\sum y^2 My = 1.075$**

Note:

Ny = Number of samples

Xy = The result of the control group

$\sum Xy$ = Sum of the value of the control group

$\sum X^2 My =$ Sum of the square value of the control group

The Result of the Standard Deviation Mean of the Control Group in Post-Test

The following step is the way to count the standard deviation of the control group in the post-test after the writer counts the mean of the standard deviation of the control group.

Ny = 15

Xy = 905

My $= \frac{\sum Xy}{Ny}$

$= \frac{905}{15}$

$= 60$

$\sum Xy = 5$

$\sum X^2 y = 1.075$

Allocating the t-test formula of the post-test of the experimental group:

N = 15

Mx = 67

$\sum x^2 x = 1.390$

The control group:

N = 15

My = 60

$\sum x^2 y$ = 1.075

The Formula used to Count the Significance of the Treatment (Using Pictures Series) Mean of Scores between the Control Group and Experimental Group during the Pre Test and Post Test

The analysis of the data in this research is aimed at finding out the significance of the treatment (Picture series) mean score of both the experimental and control groups by using the formula as follows:

$$t_o = \frac{\text{Mx-My}}{\sqrt{\frac{\sum x^2+\sum y^2}{nx+ny-2}\left[\frac{1}{nx}\frac{1}{ny}\right]}}$$

$$= \frac{71\text{-}64}{\sqrt{\frac{1.390+1.075}{15+15-2}\left[\frac{1}{15}\frac{1}{15}\right]}}$$

$$= \frac{7}{\sqrt{\frac{2.465}{28}[0{,}06+0{,}06]}}$$

$$= \frac{7}{\sqrt{88{,}03\ [0{,}12]}}$$

$$= \frac{7}{\sqrt{10{,}56}}$$

$$= \frac{7}{3{,}24}$$

= 2,16

Degree of Freedom in the Level of Significance 5%

In calculating the degree of freedom in the level of significance 5%, based on the following formula:

Df = Nx + Ny – 2

= 15 + 15 – 2

= 30 – 2

= 28

The value of the df (degree of freedom) was 28 at the degree of significance 5% of T table 5% of the df (degree of freedom) 28 = 2,04.

The Test of Hypotheses

The writer formulated the Null Hypothesis (H_0) and the alternative hypothesis (H_1) as follows:

H_0: Using picture series can not improve reading comprehension in the narrative text of eighth-grade students of SMPN 5 Bajawa in the academic year 2023/2024.

H_1: Using picture series can improve reading comprehension in the narrative text of eight grade students of SMPN 5 Bajawa in the academic year 2023/2024 The hypothesis of this study is as follows:

If the $t_0 > t_t$, the Null hypothesis (H_O) is rejected and the alternative hypothesis (H_1) is accepted. It means that using picture series can improve reading comprehension in narrative text, but if the $t_0 > t_t$, the Null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. This means that using picture series can not improve reading comprehension in narrative text.

Based on the calculation of the T-test formula above, it can be inferred that :

1. The value of the t table in the significance of 5% is 2,04
2. The value of the t-test is 2,16.

The writer concludes that $t_0 > t_t$, where 2,16 > 2,04 in the taraf of significance 5%. It is because the value of the t-test or (t_0) is higher than the t table or (t_t) that it is also can be said that the Null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

It means that the use of picture series can improve reading comprehension in the narrative text of eighth-grade students of SMPN 5 Bajawa in the academic year 2023/2024.

Discussion

Picture series technique is of good strategy in teaching English, especially in teaching reading comprehension in narrative text. It shows that the students can understand the materials given easily and they are more excited in the learning process due to the display of the picture series. Based on the definition, the researcher concluded that picture series was very helpful in teaching English, Picture series could make the students more open their minds to answer the questions that were given to them more the students also enjoyed the learning process and the students were not bored as long as learning English because the picture series in the text can attract their attention.

The analysis of the mean score gap in the post-test between the experimental group and the control group ensured that the strategy or technique used was effective. The mean score of the experimental group was 67 and the control group was to. It means that the gap in students' scores between the experimental group and control groups was 7. The explanation of the gap between the two groups indicated that the experimental group showed higher improvement than the control group. In conclusion, the student's scores in the reading comprehension of narrative text were higher after the treatment by applying picture series.

After analyzing the data of the pre-test and post-test of both the experimental and the control groups by using the T-test formula, the result shows that the coefficient was 2,16. The significant difference in the student's achievement before and after they were taught by using the picture series was the students' score in the experimental group was higher after they were taught by using the picture series. To check the significant effect of the treatment, the writer analyzed the students' scores by using the t-test formula. The result of the t-test was 2,16. In this research, the writer used the degree of significance of 5%. In the table of significance, it can be seen that at the df (degree of freedom) 28, the critical value was 2,04. Since the result of the calculation was 2,16 > 2,04, it means that the t-testis higher than the degree of significance of 5% thus, the alternative hypothesis (H_1) which stated that using picture series can improve reading comprehension in the narrative text of eight grade students SMPN 5 Bajawa in the academic year 2023/2024 was accepted and the Null hypothesis (H_0) which stated that using picture series can not improve reading comprehension in the narrative text of eight grade students of SMPN 5 Bajawa in academic year 2023/2024 was rejected.

Using picture series in teaching reading comprehension was surely beneficial to improve students' reading skills. Using picture series was the most appropriate strategy or method for learning because the teachers could provide interesting materials by using pictures.

Based on the comparison of the result of post-test scores between the experimental group and the control group, the student's scores in the experimental group were higher than the control group. It means that the treatment of using picture series for the experimental group was successful. Moreover, it was perceived that the learners were more interested in learning English, especially by implementing picture series. It was proved that this strategy or method influenced the learners' motivation to study English comfortably.

CONSCLUSION

Based on the findings and discussion in chapter four above, the writer concludes that using picture series can improve reading comprehension in the narrative text of eight grade students of SMPN 5 Bajawa in the academic year 2023/2024 because the result of the statistical calculation indicated that the value of t-test was 2,16 and the value of df (degree

of freedom) 28 at the level of significance 5% was 2,04. It can be concluded that the t-test was higher than the t-table was 2,16 > 2,04.

Since the t-test value is higher than the t-table value, the alternative hypothesis (H_1) is accepted and the Null hypothesis (H_0) is rejected. It means that the use of picture series can improve reading comprehension in the narrative text of eighth-grade students of SMPN 5 Bajawa in the academic year 2023/2024.

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