Using Webtoon Comic as Media in Teaching Reading Narrative Text for Junior High School Students

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Abstrak

Belajar bahasa Inggris sebagai bahasa internasional memiliki perang penting dalam pendidikan di Indonesia. Bahasa Inggris memiliki empat keterampilan yang harus dipelajari yaitu mendengarkan, berbicara, membaca, dan menulis. Di antara keempat keterampilan itu, membaca masih sulit untuk dibiasakan dalam proses belajar mengajar. Guru membutuhkan teknik yang menarik untuk membantu kesulitan siswa dalam membaca dan juga menarik perhatian serta minat siswa dalam belajar. Teknik yang digunakan guru untuk membantu dalam mengajar dapat berbentuk media. Penggunaan komik webtoon sebagai media untuk memotivasi siswa dalam membaca untuk teks naratif merupakan hal yang penting. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan bagaimana implementasi penggunaan komik webtoon untuk mengajar membaca teks naratif, pemahaman membaca siswa, dan respon siswa terhadap media. Subjek penelitian ini adalah siswa kelas sembilan. Penelitian ini menggunakan desain deskriptif kualitatif sebagai metode pengumpulan data. Oleh karena itu, instrumen yang digunakan untuk mengumpulkan data adalah observasi, tugas siswa, dan panduan wawancara. Data dikumpulkan dan dianalisis dengan melakukan observasi selama proses belajar mengajar dan wawancara. Berdasarkan data, hasilnya menunjukkan bahwa proses menggunakan komik webtoon untuk mengajar membaca teks naratif berhasil dilaksanakan dan menarik minat siswa dalam membaca teks naratif. Tugas siswa menunjukkan bahwa sebagian besar siswa dapat memahami teks dengan mudah dan respon siswa menunjukkan bahwa mereka tertarik untuk belajar membaca teks naratif dengan menggunakan media digital yaitu komik webtoon.

Kata kunci: *pemahaman membaca, komik webtoon, teks naratif , media*

Abstract

Learning English as an international language has a great importance of education in Indonesia. English has four skills to be learned namely listening, speaking, reading, and writing. Among the four skills, reading is still hard to be accustomed in the teaching-learning process. The teacher needs an engaging technique to help the student's difficulty in reading skill and involve students' attention and interest. The technique that teachers use to engage can be formed as media. The use of webtoon comic as media for motivating students in reading comprehension for narrative text is important. Accordingly, this study aimed to describe how the implementation of using webtoon comic to teach reading narrative text, the students reading' comprehension, and the students' response toward the media. The subjects of this study were the students of ninth-grader. This study uses descriptive qualitative design as a method for collecting the data. Therefore, the instruments used to collect the data were observation, students' task, and interview guides. The data were collected and analyzed by doing observation during the teaching-learning process and interview. Based on the data, the result showed that the process of using Webtoon Comic to teach reading narrative text was successfully implemented and had the students' interest in reading narrative text. The students' task showed that most of the students could comprehend the text easily and the response of the students showed that they were interested to learn reading narrative text by using digital media namely Webtoon Comic.

Keywords: *reading comprehension, webtoon comic, narrative text, media*

INTRODUCTION

When this era becomes modern and the world turns out to be progressively digital, English is viewed as the most used in the language of the world. It is showed that the quality of text in English has been increased. To get ready, the EFL students need to increase their knowledge in learning English. Learning English as an international language has a great importance in different levels of education in Indonesia, as stated in Indonesian curriculum (2013), one of the English learning objectives is understanding and producing speech or written texts which are realized in four skills namely listening, speaking, reading, and writing. Among the four skills, reading is still hard to be accustomed in the teaching-learning process. According to Ninsuwan (2005) that the difficulty occurs in understanding words, sentences, the sentences' unity, organization and the lack of students'

interest. Using a great strategy in teaching reading will be more effective to maintain student's interest in language learning. To increase students' interest, teachers have to find creative ways to teach language and expand students' motivation to learn. The motivation of students can be affected by using interested media in learning English. The use of media as a tool can stimulate students' interest and motivation for helping teachers to convey the materials successfully to the students.

Reading as one of the language skills has a very important role. Reading cannot be separated from daily activities. Students read many kinds of written materials such as newspapers, magazines, novels, academic books and so on. Through reading, students can get a lot of information, knowledge, enjoyment and even problem solving. As Alyousef (2006) stated reading can be seen as an interactive process between a reader and a text which leads to automatically or reading fluency. Reading requires a set of thinking skills that grow out of the spoken and written use of the English language. Reading in standard of English to second-language learners and other limited English proficient students means helping them acquire the literate behaviors, the ways of thinking about text, that are practiced by native speakers of English (Sarjan, 2017).

As students, learning English needs a lot of sources from reading. Most of Indonesian students have neither workbook nor coursebook or the other English book since the students are not obligated to buy them. It is the teachers' responsibility to motivate reading by selecting the appropriate materials. According to Gutherie (2006) meta-analysis of studies is manipulated several aspects of intrinsic motivation and support for reading. Reading instruction increases motivation for reading text comprehension. The National Reading Panel defined "comprehension as the intentional thinking during which meaning is constructed between the reader and text" (Stahl 2000). This implies that the reader interacts with the text content, using his or her vocabulary, background knowledge, skills, motivation to read that text, knowledge of text structure, and strategies to construct meaning.

The teacher needs an engaging technique to help the student's difficulty in reading skills and involve students' attention and interest. The technique that teachers use to engage can be formed as media. By using media in the teaching-learning process is very important, a media can stimulate students to help to process the information and to attract the students' interest (Davies, 1990). In comprehending a text, students have to understand in getting the main idea, and getting specific information from the text in reading activity. After that, they will be able to find the answer to the question.

In this modern era, especially for Indonesian students, they cannot be separated from their smartphone. In this case, the use of digital media will be maximized. The students are interested with something digital, online, and unique. So, the researcher focuses on study in teaching reading through Webtoon Comic. According to Rokhayani, Ririn, & Utari (2014), Comic has been spread out widely as the medium to entertain. The colored illustration, simple theme and plot, and the characterization will attract the person who read it. Amazingly, nearly everyone says yes if they are asked whether they have ever read comic. Comic tells a story by quoting characters and narrating scenes with pictures and the reader doesn't have to imagine. It is the reason why the researcher chose Webtoon Comic as a medium for teaching. The writer hopes that with the use of English comics they will be active as participants and they have more a chance to express their minds, emotions, feelings, and attitudes

In using Webtoon Comic for teaching reading, the teacher uses one many types of text in English, there is a story that is taught in Indonesian school, one of them is narrative text. Narrative text is a story with compilation and it needs to find the resolutions in solving the problems. The purpose of narrative text is for entertaining and amusing the readers with the story.

Teaching reading narrative text using Webtoon Comic is really helpful for the students because Webtoon Comic consists of colorful pictures, great stories, and digital media which will be very important for the students. Since webtoon comic can be an interesting thing to attract students in learning English. Because the stories that they convey accompanied by verbal expressions and realistic colorful illustrations can easily be understood by teenagers. Among the various media, comic is chosen considering many advantages offered by it. According to Rokhayani, Ririn, & Utari (2014) that, comic help students to deal with spoken and even informal language. Moreover, they prevent students from sounding bookish as many of them are only exposed to written, formal language. Using Webtoon comics as a media for teaching students' reading ability might be very pleasing and interesting for students, the pictures which are provided able to give students clues and a spark of interest which can help students to read much more easily. Comics have a higher level of engagement or reader participation, and a greater emphasis is placed on pacing out the narrative to create a sense of "being there". Comic can be one of many media to teach reading easily. Comics are an art form using a series of static images in a fixed sequence. Using Webtoon Comic as a means for teaching students' reading ability can be very pleasing and interesting for students. By using Webtoon Comic students will be more

interested and more active in learning. They will feel something new and different from what they usually get in their class.

To support those statements, the researcher will mention the several results of the use of media (comic) research conducted by different researchers in English language learning. First, Nurizmawati (2015) in her research entitled "The Use of Animation Video as Media in Teaching Reading narrative Text", the researcher investigated the implementation of using animation video for teaching narrative text to eight graders of junior high school. The focus of this study was to know the implementation of using webtoon comic as media toward the students reading narrative text. Animation video could give some good atmosphere in the teaching-learning process that it can make the students interested in doing their task for the reading task. Second, Nurul Fauziah (2017), with the title "The Effectiveness of Using English Comic in Teaching Students' Speaking Ability at Eight Grade of Mts N Temon" the researcher pointed out that teaching speaking by using English comic are effective and useful to be taught to the eighth-grade students of junior high school. The study focused on how the effectiveness of the use of comic toward the students reading narrative text and the students with have no media to teach reading narrative text. Comic looks more attractive because it is so easy to be used. They can use their smartphone, computer, and laptop when it is connected with the internet. These different ways in developing reading can make students do not feel bored in learning reading.

Regarding to the two previous studies above, this study will also try to observe the use of media (comic) in teaching narrative text. However, there are some similarities and differences in this study and them. In general, this study and the two previous studies have the same interest in using media for teaching English to help teachers convey the materials successfully. Yet, there are several differences among them. the use of animation video as media in teaching reading narrative text instead of using comic and the different English skills is to teach students speaking ability.

This study will try to fill the gap by using Webtoon Comic as media in teaching reading narrative text. The researcher is much interesting in carrying out a research dealing with teaching reading narrative text "fairy tale". Therefore, the research problem of this study has already mentioned from the phenomenon discussed above. It is about the phenomenon of finding appropriate ways in teaching reading narrative by using modern media such as Webtoon Comic.

The research questions are formulated as follows:

1. How is the implementation of using webtoon comic in teaching reading narrative text for Junior High School?
2. How are the students' result after the implementation of using webtoon comic in teaching reading narrative text?
3. How are the students' responds towards the implementation of using webtoon comic in teaching reading narrative text?

RESEARCH METHODOLOGY

This study was a descriptive qualitative research in which the researcher acted as a non-participatory observer. This research aimed to describe the implementation of webtoon comic as media in teaching reading narrative text for junior high school students. Thus, the researcher wrote the data such as the behavior, the written form or spoken words that were observed following reality (Ary et al., 2010).

The subject of this study was IX-G class students in SMPN 1 Tulangan. The reasons were, first the researcher knows that they were suitable for the research based on teacher recommendation. Second, the Indonesian curriculum states that teaching narrative text is in the ninth graders, the sub-theme will be used Fairy Tale. Through this consideration, the researcher thought that it fits the need of his research.

The study was conducted in SMPN 1 Tulangan. The researcher chose this school by considering two reasons. First, it was because the location is near to the researcher's house. The researcher thought that he would be able to take the data easily and effectively since he spent more than one meeting to collect the data. Second, it was due to the school had implemented creative media to increase students' interest in learning English subject.

The data of this study were obtained through observation, student tasks, and interview. They were collected to answer the three research questions, which are: First about the implementation of webtoon comic. Second, about the students' comprehension of the text. Third, about the students' response towards the implementation. For the first research question, the data come from the conversation among teacher and students in implementing webtoon comic as the media for teaching reading narrative Thus, the source of data came from field notes. The researcher noted down the activities done in applying webtoon comic. Meanwhile, for the second research question, the data was in the form of assignment of webtoon comic story. The students' task helps the researcher to analyze the level of the students' comprehension of the text. Third, the data was in the form of a transcription of an interview which included students' feelings, opinions, and ideas towards the implementation of webtoon comic.

According to Ary et al. (2010), the most frequently used tool in qualitative research is in the form of fieldwork methods such as interviews, document analysis, and observation. This study using three kinds of instruments to collect the data, which are field notes, student tasks, and interview guides.

Moreover, there were three techniques used by the researcher to collect the data namely observation, students' task, and interview. Observation was used to obtain the data in the form of description. In this study, the researcher followed all of the process done by the teachers in conducting webtoon comic implementation and noted everything that were heard and seen during the process. The researcher recorded the situation and atmosphere starting from the beginning till the end of the implementation. Besides, as a non-participatory observer, the researcher did not take any parts during the implementation.

Then, The reading task here is in the form of assignment of a comic story by the teacher. they are allowed to answer the question given after reading text or story. this task helps the researcher to analyze the level of the students' comprehension of the text.

Last, the interview was given to the students after the implementation ended completely. It was conducted in the last meeting to answer the second research question. The interview was given to know the teachers feeling towards the implementation of lesson study in English language teaching. The researcher used audio recording while interviewing with the teacher. The researcher wanted to keep the data safe by audiotape.

For analyzing the data, this study used three steps arranged by Ary et al. (2010) which were familiarizing and organizing, coding and reducing, interpreting and representing. In familiarizing and organizing, the researcher read and re-read the data that have been collected from the observation and field notes. This process aimed to make the researcher felt familiar with the data. Hence, confusion was not found while organizing the data. Organizing data included the process of transcription to analyze the data. In coding and reducing, the researcher gave as many as labels or codes to several items as needed. The researcher categorized the data which has similarities and differences to the study. Therefore, the data that were not related to the implementation were reduced easily. Besides, it made the researcher able to explain the data effectively. In interpreting and representing, the researcher finally explained the data that has been coded and reduced clearly. It was explained descriptively.

RESULT AND DISCUSSION
1. The Implementation of Webtoon Comic in Teaching Reading Narrative Text for Junior High School Students?

To answer the first research question, which is about the implementation of webtoon comic in teaching reading narrative text, the researcher decided to do an observation for about one month. The reason is because the activities for using comic as media in teaching reading narrative such as pre, whilst, and post-reading. Here, the result of observation is exposed separately based on the meetings. There are three meetings done. Below is the detail data.

First Meeting

In the first meeting, the teacher had done her best to do the stages of teaching reading such as pre-reading activity. It is a great strategy for the teacher not to do directly explanation about the material. She tried to trigger the students about narrative text that they had known or learned before like asking what narrative text is, what the purpose of it, what the orientation of it. So, it makes the students try to guess or predict and remember what they have known and learned in the previous time. The way the teacher introduced the media is also very catching. She explains the media start from the basic one until the complicated point. The media is called Webtoon Comic or Line Webtoon and it is such a modern application on smartphones that the students can access it easily. So, the students can understand well what kind of media they will use. This is in line with (Alyousef, 2006) who stated that the process of teaching reading comprehension usually includes pre-reading, whilst-reading, and post-reading activities.

In this part, the teacher asks the student to try to access this media via googling on the internet. After searching this media, the teacher lets the students to do observation by doing reading the information of Webtoon Comic. In this process of students' whilst reading, the teacher asks the students to read one of the stories of Webtoon Comic in a group. Next, the teacher also asks the students to find out the unfamiliar words or vocabularies which help them to understand the detail information of the story whilst reading. According to Hedge (2003), there are a set of learning goals that the goals include the ability to read a wide range of texts in English. In the process of teaching reading comprehension, the teacher does not only focus on reading the text but also make the students understand the story well about words, sentences, and phrases. In whilst reading, the observing section of scientific approach was done well by the teacher. According to Permendikbud (2013), Observing is a learning activity which is done by listening, reading, and watching, it is about receptive skills. The aims of doing observation is looking for

information. The teacher tries to facilitate a media that will be observed by the students before starting the lesson. The teacher lets the students to read information about Webtoon Comic. Then, the teacher asks the students to read a narrative story part of Webtoon Comic in a group. This kind of activity is about the discussion section. The common activity that they did was asking about the meaning of the words and also how to pronounce it.

In this first meeting, the students' comprehension can be seen as a good one. At the beginning of this part, it was difficult for the students to understand or follow the story of Webtoon Comic. They felt confused when reading the story. Then, by following the time, the students could understand the flow of the story. According to Brown (2001). Reading comprehension is also divided into four types: understanding vocabulary, specific information, and the ability to understand the meaning of the text both implicitly or explicitly. The reading comprehension is a process of constructing meaning through making sense of written ideas by the learners or readers with understanding the meaning of the text. after the learners read the text, they try to get the meaning word by word and sentence by sentence then later they have to interpret the meaning based on the context that brings the result of what they read.

Second Meeting

In the second meeting, the teacher did the same thing to the students like last week. The teacher asked them about what happened in the last meeting and the students could answer it. It showed that the students still remember what they have learned. The teacher also asked some questions to the students about unfamiliar words, pronunciation, or the story itself that they already learned in the previous meeting.

The students' comprehension in this meeting is getting better because they knew how to read the story of Webtoon Comic and they do not feel confused with the flow of the story. The students also still work in a group to read the story and it shows that they could follow the story by answering questions from the teacher. Teaching reading comprehension is usually taught in some ways. The common method is question-answer, it is about asking the students individually to read the text and then give the comment for the feedback. The other method is working in a group, the students need to read aloud and then the teacher gives feedback. It means that the teacher used the second method for this activity.

The teacher discussed the generic structure. The teacher checked the students' knowledge about the generic structure such as the function and what are

orientation, compilation, and resolution. The students also could answer what the orientation of Webtoon Comic story that they had read. It means that they know which part of the orientation that exist in the story. Next, related to compilation, the students could answer it clearly and figure out which part that the problem of the story come. For the resolution, the students had their perspective to answer what kind of ending a story, it is a happy or sad ending. Then, both teacher and students the most correct answer. From this meeting, it is clear that the students' comprehension is better. It is supported by Smaldino & Lowther (2007) that visual-based media (pictures) is the most interesting one for teaching-learning process especially English narrative text, pictures are the reflections from the detail information.

Third Meeting

In the third meeting, the activity that had been done was doing the task from Webtoon Comic with different title "four leaf". In this meeting, the teacher asked the students to use their own smartphone and it was used individually. It was an effective way of making the learning process in reading Webtoon Comic still quiet. The students' comprehension could be seen from their task because this time the students did not read in a group and discuss the story with their friends like the previous meeting. According to Spanoudis (2006) that Teaching reading comprehension is usually taught in some ways. The common method is question-answer, it is about asking the students individually to read the text and then give the comment for the feedback. They need to prove how far their comprehension was by answering the task and the discussion for the students' task would be explained in the next meeting.

2. The students' work result after the implementation of using webtoon comic in narrative texts for Junior High School Students?

In getting to know the answer of the second research question "How are the students' result after the implementation of using webtoon comic in teaching reading narrative text?", Related to students' task which was done in the third meeting on February 22nd, 2017, the task given was showed as the indicators of what the students did in a group in the previous meeting such as finding unfamiliar words, generic structure, and detail information. Here, the students needed to do the task individually. The task contained three kinds of question, those were the detail of information of the story, finding the meaning of the word, and the generic structures of the story. The total of all questions were 15 questions. The students did the final task for about 90 minutes. To read Webtoon Comic online for 25 minutes and to do the task 55 minutes. It was enough time for the students to did

their best. The result of the task showed that 32 students got the 4-point response for their task, 8 students got the 3-point response and 1 left student got a 0-point response task because he did not join the final task.

Table 4.1 The result of students' task

Students	Points
32 students	4
8 students	3
1 students	0

From the Table 4.1 above, we can see the fact that most of the students are able to analyze and understand the narrative text through digital comic, in this case Webtoon Comic (four leaf).

Based on the result of the students' task it can be concluded that from 41 students. Most of them got maximum points for their task. It means most of the students could comprehend the task very well while a of them also have good points. In the task that had been done by the students in the last meeting which contained three parts of questions (detail information, finding the meaning of words and generic structures). In this first part which was about the detail information from the text, mostly the students could answer the questions well. It can be seen from the students' answer, they tried to answer by giving the detail information in good sentence which is correct. Even though, the students' grammatical still had a little bit of a mistake. The students got the detail information not only from reading the text of the story but also looking into the pictures of the Webtoon Comic. So, the student can answer correctly, that means they can understand the flow of the story. It is supported by Morrison, Bryan, and Chilcoat (2002) that comic also have the meanings of pictures and symbols which close in certain sequences. Comic is a multimedia, it is a single media made up of two distinct media between images and texts. By combining images and texts, comics bridge the gap between media we watch and the media we read. Comic is the media which has the nature of understandable and it is more informative and educative. It is also evident that Webtoon Comic is familiar and popular with middle junior and high school students in this digital era.

In the second part of the question, it was about the generic structure that the students have got from the media Webtoon Comic. This part contains three questions of the generic structures such as orientation, compilation, and resolution. All of the students could answer this question. It can be seen by how the students write their answer about the comprehension of the media that they got.

From the task whether part one or two, it shows that the students' comprehension of the task is very good and impressive, they can go to the main ideas, detail information and also the generic structures from the media Webtoon Comic. The picture of Webtoon Comic is also really helpful for the students to comprehend the story in a better way. It can be concluded that the students can demonstrate their comprehension of the story.

3. How are the students' responds towards the implementation of using webtoon comic in teaching reading narrative text?

In getting to know the answer to the last research question, the researcher interviewed all of the students who join webtoon comic implementation. The researcher used interview guideline for conducting the interview. In order to get more complete information, the interview is in the form of semi-structured interview. the researcher tried to get the result by taking 8 random students to do the interview. The interview was held in the break time after they did the task. The question for the interview contained of 10 questions. The researcher used audio recording to record the conversation. The result of the interview will be explained below.

Table 4.2 The students' opinion toward webtoon as the media in learning narrative text

Opinions	Number of Students
Colorful picture helps the students to predict the meaning	6
The genre of the stories	2

From the Table 4.2 above, we can see the fact that there are 2 opinions which is answered by eight students

Colorful picture helps the students to predict the meaning

Mostly the students liked this media Webtoon Comic because it was a media that so colorful, interesting, great, and so much entertaining. The students stated that the story of Webtoon Comic was very entertaining and interesting while the rest said because there were the pictures which was so colorful to make the students were interest and easily understood the story by looking at the pictures. So that, Webtoon Comic was really helpful as good media to learn reading narrative text. If the students did not understand the story itself, they could use the pictures to guess the flow of story and make them understood easily.

Genre

The two of eight students stated that they like webtoon comic was because the genre could match with the material narrative text "fairy tale". The two students were so interesting with fantasy story. The students stated that they enjoy learning reading narrative text by using Webtoon Comic, because this media was totally about their favorite stories.

Based on the result of the interview, it can be concluded that all of the students had ever studied English before whether in their previous school. Mostly, the students were interested in English because it is related to their dreams. The students believe that in the future when they wanted to have a better education they should understand this language. Then, the students are feeling motivated and interested to learn English is because the media (Webtoon Comic) that they used is so colorful, interesting, great, and so much entertaining. It is supported by (Davies, 1990) that Media can provide signal with specific purpose for the students. The media can stimulate the students' skills, and knowledge of materials to make learning easier. According to McCloud (1993) that Comic can stimulate the students' motivation in learning. Webtoon comic is a popular website or comic platform that easy to be accessed. It gives the students an easier way to read story wherever and whenever they are. The easiest way of reading a story makes the students have a lot of motivation to read the story every time. Motivation is the main parameter for the students to start to learn something.

In terms of narrative text, all students liked to read narrative text stories because it is entertaining them. According to Hedge (2013), the teacher should seek interesting text and consider a variety of topics to be read by the students. Some of the students also answer that the type or genre of the text can give a big impact on whether they like it or not. According to (Rozimela, 2014) that the genre of the text can stimulate the readers to get their interest in reading the story.

From the result, it can be concluded that Webtoon Comic is interesting that the students experienced which the pictures could help them to understand the flow of the story easily. So, the students feel this media us understandable for them to learn narrative text although they still have some difficulties but the students can overcome it and enjoy reading narrative text using Webtoon Comic.

CONCLUSION AND SUGGESTION

Conclusion

From the analysis, it can be concluded that that the implementation of using Webtoon Comic in teaching reading narrative text, it can be concluded that the use of Webtoon Comic helped the students to read narrative text easily. There were three meetings done by the teacher to teach reading narrative text in implementing Webtoon Comic. The meetings were divided become three sections. First and second meeting focused on how the media was used in teaching-learning in the class. Last meeting was focusing to know the students' reading comprehension by giving exercise.

Besides the students work toward the used of Webtoon Comic to teach reading narrative text. It can be seen that Webtoon Comic was helpful for the students to do exercises by the teacher because the students could get high points by giving the correct answer. The media Webtoon Comic also helped the students to comprehend the text easily.

Related to the students' response toward the use of Webtoon Comic to teach reading narrative text, it can be concluded that the students do believe that Webtoon Comic helped the student understand the flow of the story easily and they also could give some interesting pictures in the story. The students stated that by seeing the pictures could help them to understand the narrative text easier and faster. To recap, Webtoon Comic is successful to teach reading narrative text for junior high school.

Suggestion

Following the result and discussion of the research, the researcher would like to suggest to the English teachers and to the other researchers who are interested to conduct the same study. In the teaching-learning process, the teacher must use various media which will make the students more motivated in learning something. One of the media is using Webtoon Comic. It shows that the researcher uses Webtoon Comic to make the students feel interested, motivated, and enjoy learning narrative text. In this media, the teacher should give an example of a comic strip or the other kind of pictures series that make the students guessing what media they are going to use in learning. Here, the teacher must follow the curriculum applied in the teaching-learning process to make the situations run well and have more benefit between teacher and students.

For future researchers, the research hopes that there will be other researchers who will conduct this kind of research which still related to this research. They may conduct at the same level or different levels with different subjects or media to teach reading narrative text. it is conducted for different skills of English, such as listening, writing, and speaking.

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