

**THE USE OF PICTURE BOOKS IN TEACHING LITERACY TO NINTH  
GRADE STUDENTS AT SMP UNISMUH MAKASSAR**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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## ABSTRACT

**Bau Sarah Samirah, 2022.** *The Use of Picture Book in Teaching Literacy to Ninth Grade Students at SMP Unismuh Makassar* under the thesis of English Education Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Nur Qalbi and Dzur Rif'ah Mahmudah.

This study aimed to know whether or not there is a significant difference before and after taught by picture book in teaching literacy. This study use pre-experimental research methods. The researcher focused on students' reading comprehension by using picture book in class IX A SMP Unismuh Makassar. The population in this study were students of class IX SMP Unismuh Makassar. The number of samples is 33 students and used purposive sampling technique. The researcher used the test as an instrument. The data collection technique used pre-test and post-test.

The result of data analysis through the reading test also showed that the mean score of pre-test was 61.3, while the standard deviation of pre-test was 8.57 and post-test was 83.2, while the standard deviation of post-test was 6.83. There was significant difference of students' reading comprehension before and after taught using picture book. It could be proven by the value of t-test (18.465) was higher than t-table value (1.694). This means that the use of picture book in teaching literacy can improve students' reading comprehension.

**Keywords:** Teaching Literacy, Picture Book, Reading Comprehension, Narrative Material

## ABSTRAK

**Bau Sarah Samirah, 2022.** *Penggunaan buku bergambar dalam pengajaran literasi kepada siswa kelas IX di SMP Unismuh Makassar* di bawah tesis Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Nur Qalbi dan Dzur Rif'ah Mahmudah.

Penelitian ini bertujuan untuk mengetahui ada atau tidak perbedaan yang signifikan sebelum dan sesudah pengajaran literasi menggunakan buku bergambar. Penelitian ini menggunakan metode peneliat pra-eksperimental. Peneliti focus pada pemahaman membaca siswa dengan menggunakan buku bergambar di kelas IX A SMP Unismuh Makassar. Populasi dalam penelitian ini adalah siswa kelas IX SMP Unismuh Makassar. Jumlah sample 33 siswa dan menggunakan tehnik purposive sampling. Peneliti menggunakan tes sebagai instrument. Tehnik pengambilan datanya menggunakan pre-test and post-test.

Hasil analisi data melalui tes membaca juga menunjukkan bahwa nilai rata-rata pre-test adalah 61.3 dan post-test adalah 83.2, sedangkan standar deviasi dari pre-test adalah 8.57 dan post-test adalah 6.83. Ada perbedaan yang signifikan dalam pemahaman membaca sebelum dan sesudah diajarkan menggunakan buku bergambar. Hal ini dapat dibuktikan dengan nilai t-test (18.465) lebih tinggi dari nilai t-table (1.694). Artinya penggunaan buku bergambar dapat meningkatkan pemahaman membaca siswa.

**Kata kunci:** Pengajaran Literasi, Buku Bergambar, Pemahaman Membaca, Materi Naratif



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Makassar 07 Januari 2023

The Researcher

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# CHAPTER I

## INTRODUCTION

This chapter discusses background, the research problem, the objectives of the research, significances of the research, and the scope of the research.

### A. Background

Literacy is a process of learning that helps individuals to attain their goals, expand their knowledge and potentials, and actively engage in their communities and wider society (Zua, 2020). Literacy is the term commonly used in educational literature to describe the knowledge not only give a certain style of language usage, but it may also deepen and deepen students' knowledge and experience with human issues.

Breadmore et. al (2019) points out that literacy involves both word-level abilities such as word reading and spelling as well as text-level abilities such as reading comprehension and writing production. These abilities are used in almost every aspect of daily life. As a result, low literacy has a negative influence on all aspects of life. By this, it can be inferred that students have the skills to communicate what they have learned and have known to others. Students need good auditory and oral skills before they can become successful readers in any language.

Literacy is characterized by having the capability to identify, understand, interpret, generate, communicate, and compute using printed, written, and visual

materials related to varied situations (Zua, 2020). As a result, being literate entails being able to employ a variety of abilities to grasp, develop knowledge, and express ideas.

Reading is an inseparable part of literacy. Students can acquire information that will be particularly valuable in life through reading activities. Okhasa (2020) pointed out that Reading literacy requires students to have high concentration so that students not only read fluently but can also understand the information and meaning contained in the text. Hassanzadeh (2019) said that reading literacy is the ability to understand and use those written language forms required by society or valued by the individual. Therefore, reading literacy ability must be mastered before mastering the other literacy.

Although reading is very useful in language studies but there are many problems found in teaching and learning activities. This is due to two things, teachers and students. The teacher frequently has difficulties in teaching the students to understand reading texts and determining what methods may be used to create an engaging learning environment for the students. Meanwhile, the students frequently struggle to comprehend the content of the text.

Brown (2004) believes that the use of media variety will increase the possibility that students will help understand what they learn in learning the skills they are supposed to improve. There are so many kinds of learning tools that would be used to teach lessons, and one of them is a picture. Pictures have been one of the variability of teaching aids used to develop the understanding of

language meaning to employ students in a subject, or as the basis of an entire activity. According to Matulka (2008), a good picture series in a story connects the readers to the pictures and generates the impact of the pictures. Story and pictures are collaborating to bring the story forward.

According to the above explanations from several experts, reading literacy is a type of activity that is carried out by someone to sharpen the brain in order to better understand the content of the text and broaden horizons, especially by using picture books, which will aid in the reading comprehension process of students. Thus, the researcher interested to conduct a research entitled ‘The Use of Picture Books in Teaching Literacy to Ninth Grade Students at SMP Unismuh Makassar’ aims to fill out the gap in the research area of teaching literacy.

#### **B. The Research Problem**

Based on the background above, the researcher formulated the following research question: ‘Is there any significant difference for the ninth grade students at SMP Unismuh Makassar before and after taught by picture books in teaching literacy?’

#### **C. The Objectives of The Research**

The objectives of the research was to know whether or not there is a significant difference for ninth grade students at SMP Unismuh before and after taught by picture books in teaching literacy.

#### **D. Significances of The Research**

The result of this research is expected to be meaningful input for:

##### 1. Theoretical

- a. For the students, this study is hopefully able to help students to increase their interest in learning literacy through picture books.

##### 2. Practical

- a. For the teachers, this study provides information about an effective teaching method in teaching literacy and it can be an alternative way to improving students' literacy.
- b. For the readers, this report can be used as a reference to the influence of picture books on students' literacy.

#### **E. The Scope of The Research**

This research focused on teaching literacy in terms of reading comprehension through picture books to see the significant difference in teaching literacy for the students before and after taught by picture books at the ninth Grade Students of SMP Unismuh Makassar. The reading focused on literal comprehension which consist of main idea and supporting idea of reading text.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter present previous related research finding, some pertinent idea, conceptual framework, and hypothesis.

#### A. Previous Related Research Finding

The previous related studies that have been conducted are expected to help the researcher in writing this research. The research conducted by Yasmin (2018) in her paper “The Effectiveness Of Using Picture Books On The Second Grade Students’ Reading Ability In Junior High School 3 Kedungwaru Tulungagung’”. The result of her study showed the mean of students’ achievement before being taught by using picture series the mean of pre-test was control class is 67.13% and the experimental class is 67.75% and the mean of students’ achievement after being taught by using picture series the mean of posttest was control class is 72.88% and the experimental class is 76.56%.

The research reviewed by Restanto (2016) in his paper “The Use of Picture Book in Teaching Reading for Junior High Students’”. The result of his study showed picture book has important roles in helping students learn reading narrative with more than 50% responses were positive.

The research conducted by Mukhsina (2017) in her paper “A Comparative Study Between Picture Books And Dra Strategy On Reading Comprehension Of The Second Year Students At Islamic Junior High School

Ylpi Plus Pekanbaru’’. The result of her study showed the improvement of students’ reading comprehension in the experimental group 1 is higher than the improvement of students’ reading comprehension in the experimental group 2 (21,67 > 7,83). Therefore, the experimental group 1 which used picture book strategy is better than experimental group 2 which used direct reading activity strategy.

All of the previous researches above used similar media or learning tool, namely picture books but with different title, they also discussed about reading skill. The location of the research makes a difference between this research and previous research. This research conducted in South Sulawesi. The previous researches took 2 classes as a sample which control class and experimental class but in this research only took one class as experimental class.

## **B. Some Pertinent Idea**

### **1. Concept of Literacy**

We all have some understanding of what "literacy" entails, and if one asked the teachers to describe the term, one would probably hear quite a variety of different statements. Literacy is generally accepted as the ability to read, write, and also use cognitive skills in at least one sentence structure, a perception that also is represented in popular reference books or even handbook interpretations. Literacy is an individual's capability to access, organize, integrate, assess, and produce information in order to perform in a

knowledge society through the use of digital technology, communication tools, or networks (Gnambs, 2021).

Individuals, families, communities, and society as a whole benefit from literacy and it opens up new possibilities for improved health and growth (Biale, 2021). Gilbert et.al (2018) stated that literacy is linked to quality of life through a variety of social economic characteristics such as income, education, and job. This indicates that those with low reading skills and those with a lower level of education are more likely to be unemployed.

a. Literacy Development

According to Breadmore et.al (2019) literacy development explains how to obtain the processes used in reading and writing. The purpose of understanding the highlights of this process is to know students' needs to be able to read and write effectively. Cameron (2001) offers a helpful list of suggestions for developing a 'literate atmosphere for schools,' since this is the main environment where young students would see foreign language printing. Contains these list:

1. Tags – marking kid's cabinets, chairs, straps but also artifacts and furniture around in the house and school.
2. Print ads – fun posters are extremely enticing and may involve learning phrases, advertisement, – for example reading, teeth cleaning.
3. Information for assignments or 'Don't forget to bring ...'
4. reading aloud – with educator and elderly child.



Certain initiatives to create literacy 'enjoyable' (Arnold 2009) essential to the progress of literacy include:

1. Time, repeated readings could be the main focus of reading fluency.
2. Running instruction (through the sections, and if both students read).
3. Students create their storybooks (or comic books) to share.
4. Make character stories behind the scenes in a marionette family and build a class binder for peer stories about families. It can be achieved over a while with students turning around in small teams to develop storylines that can be shared in writing with the class for people to play roles and learn.
5. Creativity – encourage students to bring in things that they want to read – use it as a springboard for conversation and reading, whether it is football outcomes, or song texts.
6. Allow it strategic – if you know lexis from food, add packets/tins, read where varied food types come from, and label them by area or by the substance (responsible / non-compensable).
7. An extensive lesson is where students studied some basic new language contents. They bring their favorite text and read it irrespective of the educator. It increases trust in their skills and promotes the experience of reading.

## b. Language and Literacy Development

The relationship between linguistic growth and literacy is one of the basic concepts teachers should understand. During the pre-school and school year, literacy growth is also related to infant language development (Ruddell and Ruddell, 1994). While adults talk, they try to understand, implement, and follow the laws regulating the use of languages (Owens, 2005). At school, children develop a high degree of language and literacy skills through their language contracts and social practice with teachers and classmates in the classroom environment.

### 2. Concept of Reading

#### a. Definition of Reading

Reading has been the most basic method of learning and knowledge acquisition. Reading involves students receiving and perceiving the text's information before responding with comments, interactions, and suggestions. As explained by Erbasan and Erbasan (2020) Reading is regarded as the first and most significant stage in the entire educational process. It means the level of the future educational life will be determined by the success of the early reading education.

Zulela and Rachmadtullah (2018) stated that Reading provides numerous advantages, including the ability to widen one's horizons and understanding. For this reason, reading should be introduced to students as soon as possible when they start formal education. It also gives the students

the opportunity to learn about the society, makes understanding of humanity, and makes it much easier, should be continuously developed in contributing to educational life.

Goestina (2016) defines that Reading is a complicated, intentional, socially, and intellectual activity in which readers utilize their understanding between spoken and written language, understanding of the text's topic, and understanding of the society to build meaning.

From this point of view, it can be concluded that Reading is a process of understanding, analyzing, assessing, creating, figuring, and finding solutions. It also process where the reader attempts to obtain information provided by the author and understand what the author's true intention.

#### b. Types of Reading

According to Wood in Goestina (2016), the following forms of reading are significant categories:

##### 1) Skimming

When the readers skim a book, they glance rapidly at the contents page, chapter headers, subheadings, and so on. This is sometimes referred to as previewing. The eyes scan the material rapidly to determine what it is about, the primary concept, and the gist. However, a reader should scan the page swiftly across and down to discover specific information.

## 2) Scanning

The readers searches the text for a certain item in which he believes. Scanning can be used to locate names, dates, data, or facts in written text. The eyes are drawn to the printed lines immediately.

## 3) Pre- Reading

Pre-reading exercises have traditionally focused exclusively on preparing readers for potential language issues in a book; however, attention has increasingly turned to cultural or conceptual challenges.

### c. Process of Reading

Gray (1984) defines four reading process, namely:

#### 1) Perception

The perception here represents the capacity to read a substantial unit of words.

#### 2) Comprehension

The comprehension refers to an author's or writer's ability to make the author's or writer's words conducive to usefulness when read in settings.

#### 3) Reaction

The reaction is an activity that must be considered in relation to what the author has spoken.

#### 4) Integration

The integration is the capacity to grasp an idea in relation to the writer's experience that might be beneficial as part of the reader's experience.

#### d. Concept of Reading Comprehension

Ardhian et. al (2020) stated that Reading comprehension has been defined as the interaction between readers and texts throughout a reading session. The emphasis of the activity or reading is on skills and mastery of the reading's contents. Readers must be able to master and comprehend the information they read.

Reading comprehension is also described as a form of reading in which the goal is to comprehend the contents of the reading (Zulela & Rachmadtullah, 2018). To acquire the contents of a reading material effectively, it is important to be able to think critically while performing the capacity to read and understand effectively. Reading is a complicated ability that involves a number of smaller abilities.

According to Klingner et. al (2007), reading comprehension is defined as a complex process involving the connection of several components, which include readers' basic understanding, readers' reading methods, the text, readers' interest in the issue, and readers' knowledge of text type.

Based on definition above, we may concluded that reading comprehension is the process of assigning meaning to a text in order to get meaning from it.

e. Level of reading Comprehension

Reading comprehension is divided into three stages by Brassell and Rasinski (2008), namely:

1) literal Comprehension

The lowest level of comprehension is literal comprehension, needs a reader to be able to recount or retain the facts or information provided in a book. Literal comprehension involves the main idea and the supporting idea that directly stated in printed pages. The main idea refers to multiple parts of a piece of writing, it can describe as an overview of the main characters' actions whitin the text. The supporting idea is the reason, evidence, and the fact that explain and support the main idea. Students can get information directly from the text such as identifying main idea and supporting idea, recall, recognize, categorize, and sequence information, facts, and expressed key concepts from a range of textual texts, and they can comprehend directions. This degree of understanding is concerned with surface meaning. This category includes objective tests that include true/false, multiple choice, and fill-in-the-blank

questions. Common questions that elicit the sort of thinking include who, what, when, and where.

## 2) Inferential comprehension

Inferential comprehension refers to a reader's ability to absorb information that is inferred or suggested inside a text. Inferential understanding is more complex than literal understanding because it necessitates the organization and processing of text information as well as information from the readers' own backgrounds. The sorts of questions offered in this category of tests include open-ended, thought-provoking inquiries like why, what if, and how.

## 3) Critical Comprehension

The third and highest level of the taxonomy, critical or evaluative comprehension, is making critical judgment about the information given in the text. At this level, the students analyze or synthesize information and apply it to new information. Furthermore, in-depth study and critical thinking are required to produce critically reflect and evaluations.

Taking what was stated (literal) and interpreting what was said (interpretive) and then extending (critical) the thoughts or ideas beyond the context.

### 3. Picture Books

There so many kinds of learning tools that would be used to teach lesson and one of them is picture. Alaca (2019) states that students will gain knowledge related to the world, others and also themselves through words and pictures in picture books and as said by Murphy (2009) that picture books can help students gain a better understanding of the world around them. Picture books draw readers of all ages, and most of them are complex although, they are shorter than a novel (Ciecierski and Bintz, 2015). A picture book is 32 pages long on average and includes illustrations on each page. Picture books are a unique form of book that combines verbal and visual communication codes (Batic, 2021), giving the students an unintended curiosity in topics that might become involved in discovery (Bintz, 2011). Therefore, picture books for children have commonly been used for reading and enjoyment and it short but attractive.

Lee (2015) found that students enjoyed reading picture books and noticed that they had improved their English language skills, specifically in terms of motivation and confidence. Roozafzai (2012) said that the use of a picture book with fictional characters, such as comic books, is much more effective in teaching reading than general texts and pictures. Picture books serve as a medium for socialization and the transmission of values to future generations (Akyol, 2021). Children can construct their own values and complete their moral development by reading picture books with content



about values. More importantly, social literary experiences of this kind have long-term implications for children.

In school, teachers are using comical textbooks to deliver a literary tradition, or even an essay, including picture storytelling and visual image-only narrative structures. Four main points about readers and texts are great for identifying picture books: 1) readers do not receive meaning from texts, they create it, 2) text with both a surface and a deep meaning, 3) surface-level meanings are based on what the text says, whereas deep levels of meaning are based on what the text means; this involves comprehension and interpretation, 4) texts have the capacity for various interpretations (Ramos and Ramos, 2011).

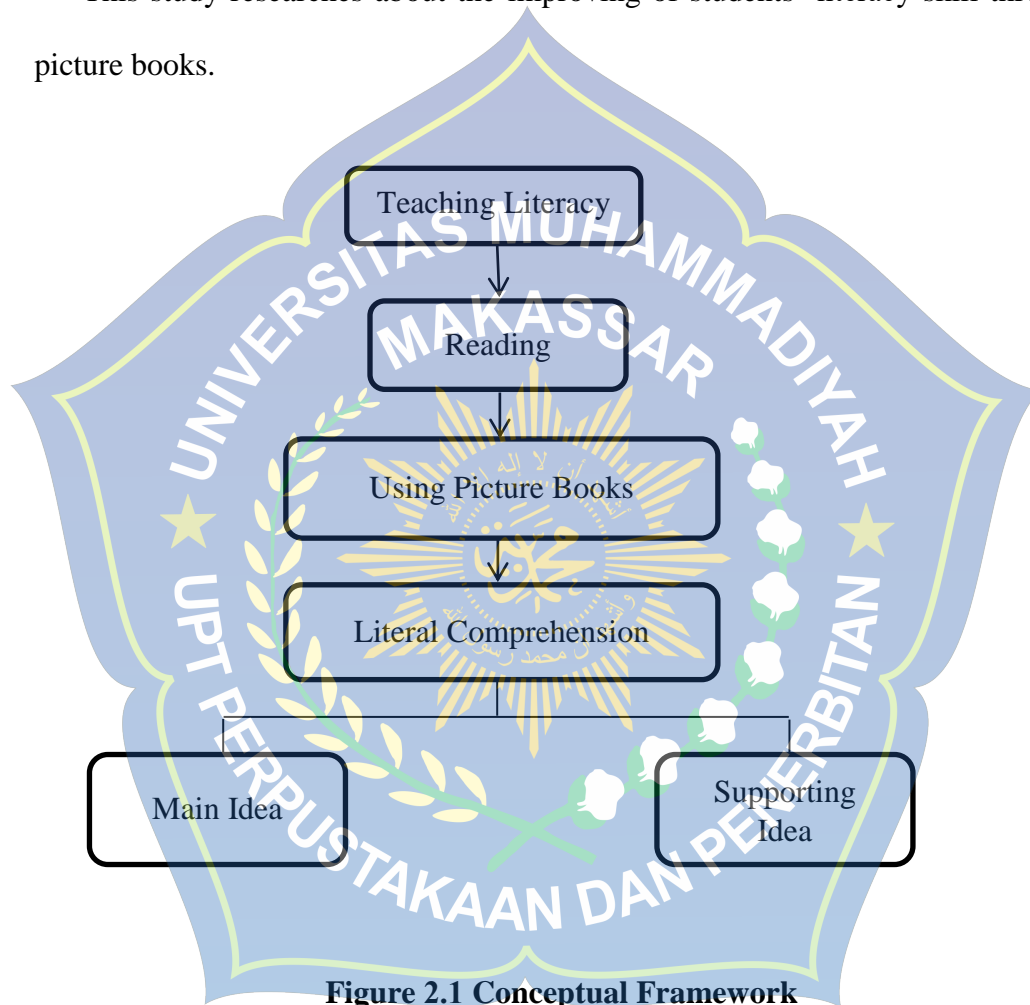
Children's understanding of a book can be enhanced by being able to look at the plot of the stories from the perspective of different characters within the same story (Crawford and Hade, 2000). Picture books allow the students to construct meaning by intensive analysis use oral and written language to observe the story in the form of the picture (Jalongo et. al, 2002). Simply stated, illustrations are profoundly important for readers to establish meaning, whether it be in a traditional picture book or a wordless one (Pantaleo, 2007).

From this point of view, it can be concluded that picture books can be used as mentor texts to teach perspective. The stories help students discover how different characters, including the narrator, perceive the world and the

events in it. Based on the explanation above researchers choose picture books as a learning tool.

### C. Conceptual Framework

This study researches about the improving of students' literacy skill through picture books.



**Figure 2.1 Conceptual Framework**

Teaching literacy is considered as important matter. The knowledge and skill of reading, writing, speaking, and listening are collectively referred to as literacy.

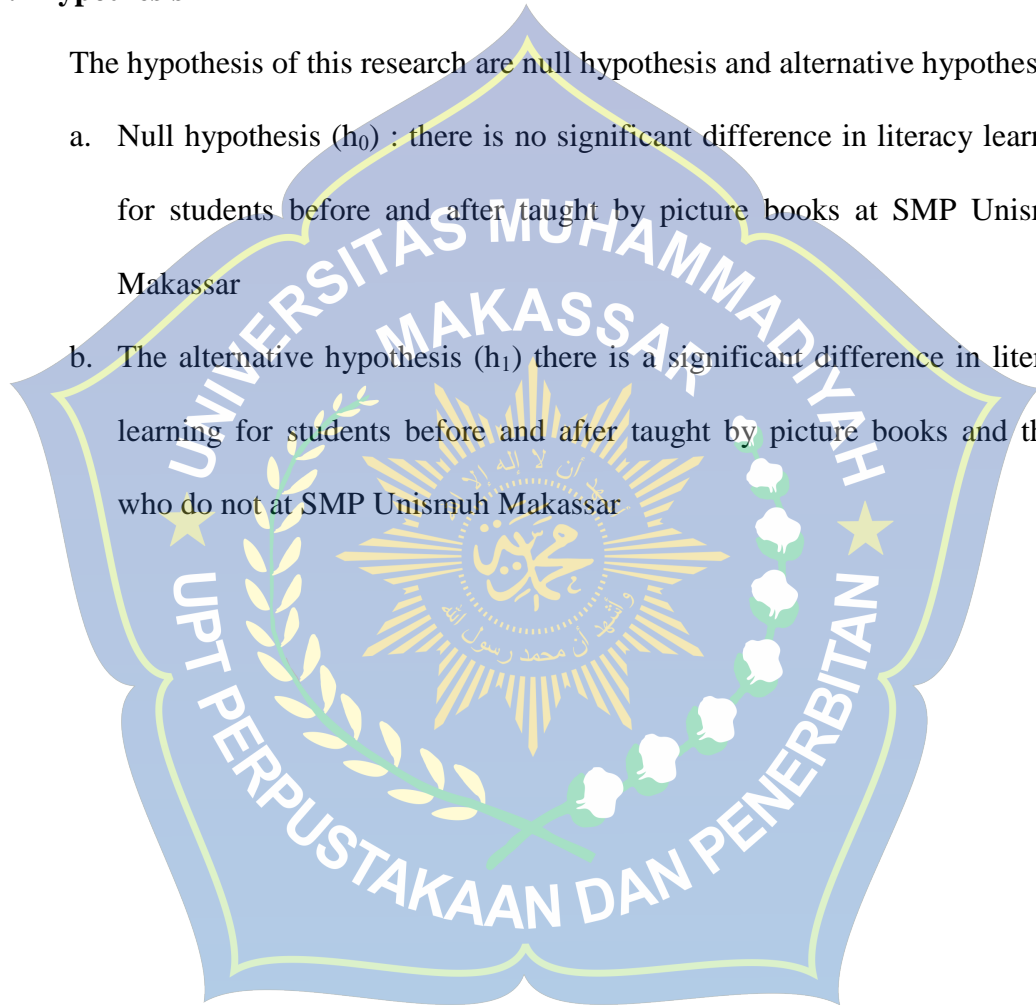
The method of teaching literacy is very important to support the success of

students in understanding what has been conveyed. Teaching literacy by using picture books is very useful for students to be able to develop their skill in reading literacy.

#### **D. Hypothesis**

The hypothesis of this research are null hypothesis and alternative hypothesis:

- a. Null hypothesis ( $h_0$ ) : there is no significant difference in literacy learning for students before and after taught by picture books at SMP Unismuh Makassar
- b. The alternative hypothesis ( $h_1$ ) there is a significant difference in literacy learning for students before and after taught by picture books and those who do not at SMP Unismuh Makassar



## CHAPTER III

### RESEARCH METHOD

This chapter discusses research design, procedure of research, research population and sample, research variables, data collection techniques, research instrument, techniques of data analysis.

#### A. Research Design

This research used pre-experimental design in the form of one group pre-test post-test designed to systematically analysis the data. The magnitude of the effect of the treatment can be known accurately by comparing the results of the pre-test and post-test. To make it easier to understand this research paradigm can be seen in the image below:



$O_1 \quad X \quad O_2$

**Figure 3.1 One group pre-test - post-test.**

Where:  $O_1$ : pre-test score

$O_2$ : post-test score

X : treatment

(Sugiyono, 2016)

## **B. Research Population and Sample**

### **1. Population**

The ninth grade students of SMP Unismuh Makassar was choose as population in this study. There are three classes in the ninth grade. Each class comprise of 33 students and the total of population are 99 students.

### **2. Sample**

The researcher used Purposive Sampling Technique in determining research samples which means this research chose sample based on certain criteria. The criteries were students who can be committed to always be present in the classroom as samples and students who can participate in research in an orderly manner. The researcher with teachers' help choose one class namely IX A1 consist of 33 students.

## **C. Research Variables**

In this study, the variables used are:

### **1. Independent variable (independent)**

The independent variable was the one that investigated the effect on symptoms, namely the use of picture books.

### **2. The dependent variable (dependent)**

The dependent variable was the variable that expected to rise as the influence of the independent variable, namely teaching literacy.

#### D. Research Instrument

The instrument used in this research was reading comprehension essay test. The reading comprehension test in this case was the pre-test and post-test which be compared at the of the research. The test itself had 7 number essay question.

**Table 3.1 The Rubric of Literal Reading Comprehension**

No	Indicator	Score
1	Student locates and uses all relevant information stated directly in the text to answer questions, complete tasks, or otherwise demonstrate clear understanding.	9-10
2	Student locates and uses most relevant information stated directly in the text to answer questions, complete tasks, or otherwise demonstrate clear understanding	7-8
3	Student locates and uses some relevant information stated directly in the text to answer questions, complete tasks, or otherwise demonstrate clear understanding.	6-4
4	Student locates and uses little or no relevant information stated directly in the text to answer questions, complete tasks, or otherwise demonstrate clear understanding	3-1

(Harmer, 1995)

## E. Procedure of Research

The procedure of research was showed how researcher explained the procedure how the use to picture books in teaching literacy focus on reading comprehension. So, to find out the result of the research, the researcher used the following steps:

### 1. Pre test

In this session, the students were given a pre-test which essay questions that assessed student's reading comprehension using as example story rather than a picture book format. The purpose of pre-test is determining how well students have learned the basic level.

### 2. Treatment

#### a. The First Meeting

As a first step, the Researcher explained the related material that was be used as a tool during the Researcher's learning process. In this stage, the researcher informs students about the title of the material to be taught, namely narrative text as topic for learning at the next lesson.

#### b. The Second Meeting

The researcher explained about the meaning of narrative text, types of narrative text, general structure of narrative text and so on.

#### c. The Third Meeting

The researcher provided and gave picture books to the students which contained narrative story.

d. The fourth Meeting

The Researcher evaluated the students about what had been explained by the researcher.

3. Post-test

After the treatment was finished, the researcher conducts a post-test, which intended to figure out the reading skill of the students after using picture books.

**F. Data Analysis**

In data analyzing, the researcher applied some steps as follow:

1.  $S = \frac{R}{N} \times 100\%$

Where:

S = Score

R = The number of correct answer

N = The number of Question

(Gay , 1981)

2. Classifying the score of the students into the following criteria:

In To make the raw scores substantial, the scores need to be converted into numeric data that processed on scale of 1 to 10. The result of the proces could be used as basic decision making. It is easier to know where students in their group if all student scores was sorted from highest to lowest .



Table 3.3 The qualification score

Score	Classification
91-100	Excellent
76-90	Good
61-75	Fairly
51-60	Poor
Less than 50	Very poor

(Depdikbud, 2017)

3. Determine the value of the students using SPSS 24 (Statistics Product and Service Solution).
4. Using SPSS 24 to calculating the mean score of the students.
5. Using SPSS 24 to finding the percentages increase in students' reading comprehension of Terrance Turtle's New Home picture book story as narrative material.
6. To find out the significant different between the pre-test and post-test by calculating the value of SPSS 24

## CHAPTER IV

### FINDING AND CONCLUSION

#### A. Findings

In this session, the researcher wants to deliver the findings of this research. The data were gotten from samples' pre-test and post-test which consists essay question. The test's substance was similar, but the weights were different. The students answered to the questions depending on their comprehension of the text. The data were analyzed by using SPSS 24 and the explanation can be seen as follows:

##### 1. The analysis of the score of Pre-test

The pre-test has been done to measure the basic competence of student reading comprehension. The first, the researcher tabulated the students' raw score and second, determined the quality of the student' score into the rate percentage and score classification as follows :

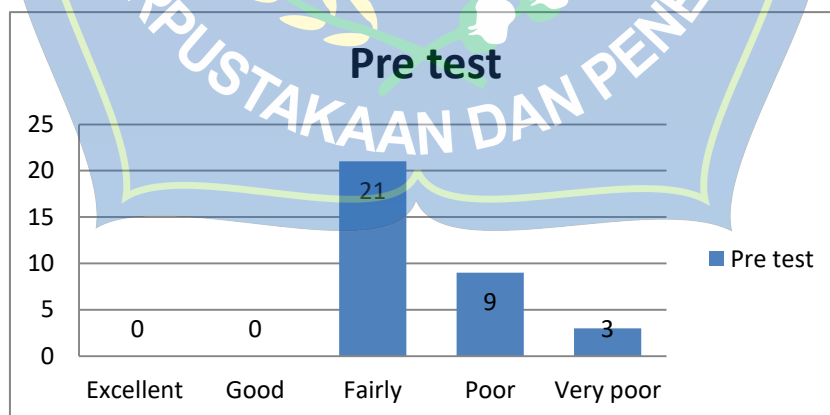
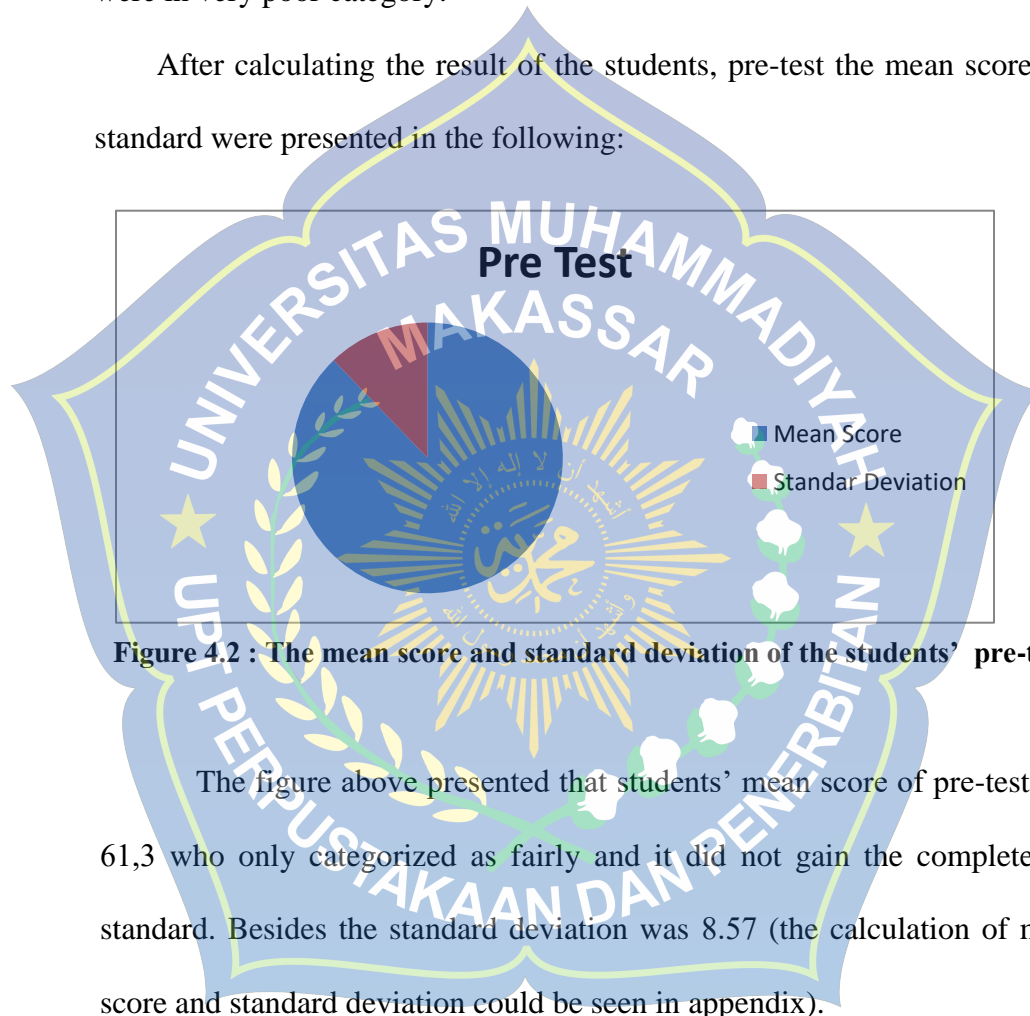


Figure 4.1 : The Classification and Rate Percentage of Students pre-test

According to the figure above, most of students' score in reading comprehension in this case produce text were in fairly category, which were 21 students. 9 students were in good category and rest of them (3 students) were in very poor category.

After calculating the result of the students, pre-test the mean score and standard were presented in the following:



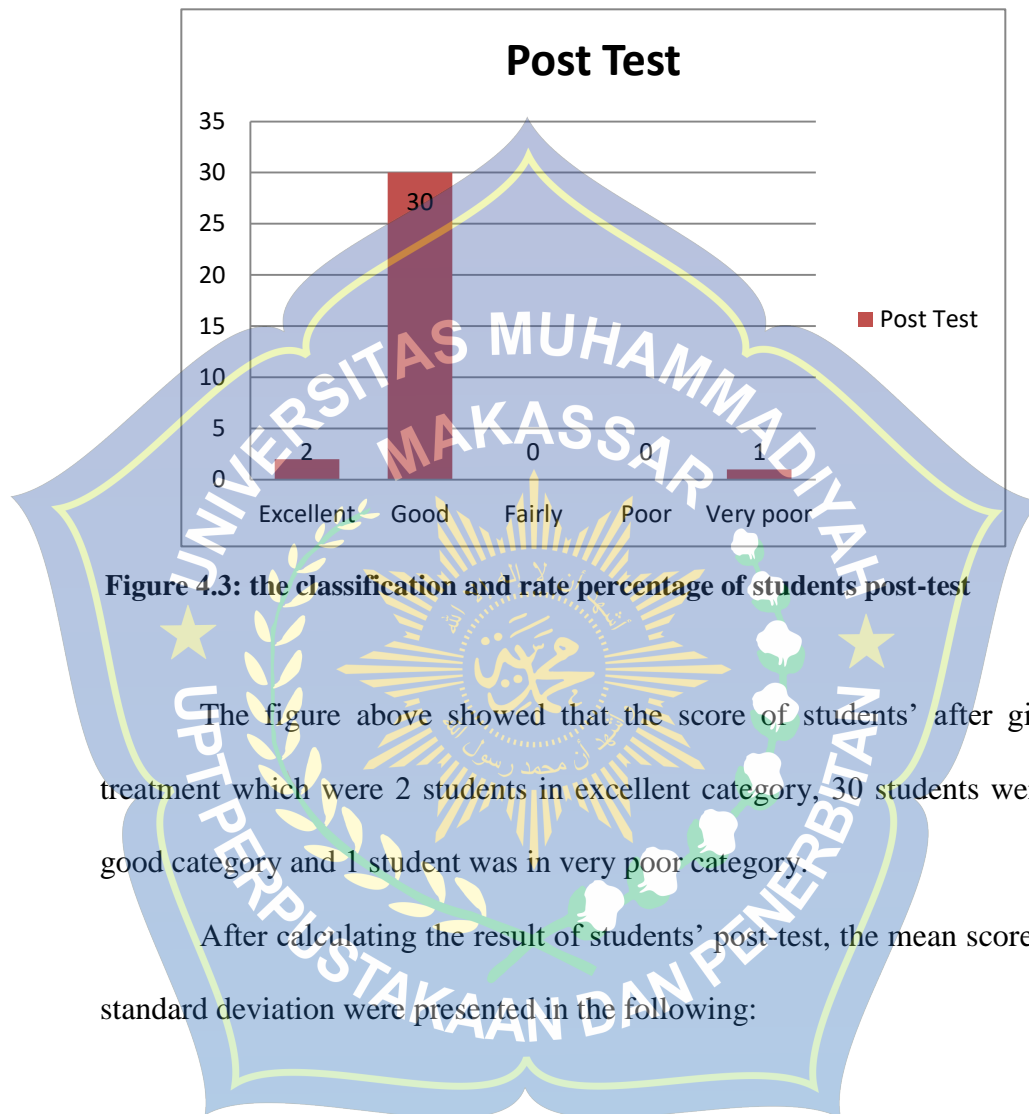
**Figure 4.2 : The mean score and standard deviation of the students' pre-test**

The figure above presented that students' mean score of pre-test was 61,3 who only categorized as fairly and it did not gain the completeness standard. Besides the standard deviation was 8.57 (the calculation of mean score and standard deviation could be seen in appendix).

## 2. The analysis of the score of post-test

The post-test has been done to measure the students' reading achievement after the treatment. Firstly, the researcher tabulated the raw

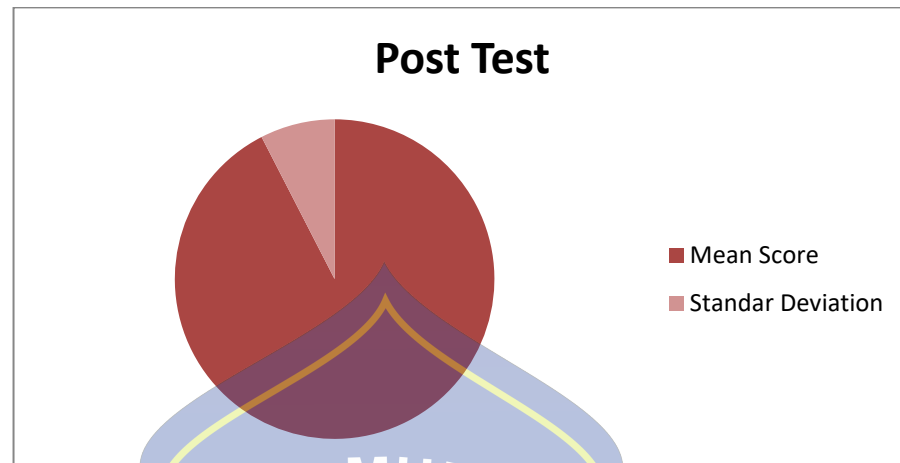
score and then determined the quality of student' into rate percentage and score classification as follow:



**Figure 4.3: the classification and rate percentage of students post-test**

The figure above showed that the score of students' after giving treatment which were 2 students in excellent category, 30 students were in good category and 1 student was in very poor category.

After calculating the result of students' post-test, the mean score and standard deviation were presented in the following:

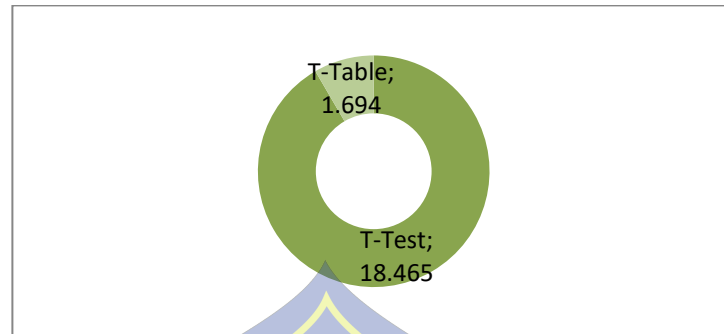


**Figure 4.4: The Mean score and Standard Deviation of The Students' Post-Test**

The table above presented that students' mean score of post-test was 83.2 who categorized as good and standard deviation was 6.83. Most of students tend to experience an increase in post-test score. The mean of students increased from 61.3 to 83.2, which means that the students' reading comprehension ability increased.

### 3. Significant Testing

Analyzing t-test is used to find out the significant difference of the students' pre-test and post-test. In order to know the level of significant 5% (0.05), degree of freedom  $df = N - 1$  ( $df$  is  $N - 1 = 21 - 1 = 20$ ), it was found t-table is 1.694 the result of the calculating as follow :



**Figure 4.5 : distribution the value of t-test and t-table**

The table above presented that the value of t-test (18.465) was higher than t-table value (1.694). Therefore, it can be conclude that statistically hypothesis of  $H_1$  was accepted and the statistically hypothesis of  $H_0$  was rejected. It means that the material of the use of picture book in teaching can improve the students' comprehension of reading.

## **B. Discussion**

In this research the one that wanted to see is students' reading comprehension after using picture books in learning process. As the researcher knows, when the researcher teaches the narrative text using picture books, the students show their interest in learning. The students' prior knowledge from their experiences in daily life was beneficial for them to make prediction of the storyline and plot the story. After doing the research, there are 2 main findings that have to be underlined and discuss.

## 1. Significant Difference Before And After Teaching Narrative Material Using Picture Books.

In this part, the result of findings would be explained clearly about students' ability in reading text by using picture books. This refers to previous research that focused on the use of the picture books. The first previous study was written by Yasmin (2018) it was found that there was a significant difference between those who taught using picture books and they was not. This difference is also indicated by the mean developmental versions. The class that uses picture books as narrative reading material has been better average score increase compared to the class that does not use the picture books. The result of her study showed the mean of students' achievement before being taught by using picture series the mean of pre-test was control class is 67.13% and the experimental class is 67.75% and the mean of students' achievement after being taught by using picture series the mean of posttest was control class is 72.88% and the experimental class is 76.56%.

The second study was written by Restanto (2016) there were 24 of 29 (83%) students in class A and 22 of 30 (73%) students in class B who stated that they like reading activity with the use of picture book. There were also 3 (10%) students in class A and 5 (17%) students in class B that really agree with the reading activity that use picture books, however 4% students in class A and 7% students in class B disagree with the use of picture book.

There was 1 student (3%) in each class of A and B really disagree with the use of picture book in learning reading. The statistics show that more than half of students in both classes agree with the use of picture books in reading activity.

The research conducted by Mukhsina (2017) the data analysis showed that there was a significant effect of using picture book strategy on students' reading comprehension of narrative text. To was 7.56, higher than Tt with df 17 at significant levels of 5% and 1% ( $2.11 < 7.56 > 2.08$ ). Furthermore, it also could be seen that sig. (2-tailed) or probabilities were, 0.000, smaller than 0.05 ( $0.000 < 0.05$ ). It means Ho was rejected and Ha was accepted.

In findings, the data shows that the improvement of students reading comprehension in significant after analyzing the t-test and t-table value. It can be seen from the result that statically hypothesis of H1 was accepted and the statistically of HO was rejected. It means that picture book as narrative material can improve the students' comprehension of reading.

Based on the make the conclusion that before being given treatment, the students' interpretive comprehension was categorized as fairly in studying narrative material in the pre-test but after treatment it was categorized as good in studying narrative material using the picture book in the post-test.



## 2. The Advantages And Disadvantages Of Using Picture Book As A Medium In Teaching Narrative Reading Comprehension

After finding a significant difference before and after teaching narrative text using picture book, the researcher discuss the advantages and disadvantages of using picture book. Basically using the picture book in the teaching and learning process is very effective for students but there are some shortcomings or obstacles faced by researcher when teaching, but apart for the obstacles faced by researcher, the use of picture book for teaching material in narrative text materials is highly recommended for teachers English at SMP Unismuh Makassar especially class IX A. the following are the advantages and disadvantages of teaching narrative text using picture book :

### a. Advantages

The advantages of using the picture book Yustina (2011) :

- 1) Concrete nature, more realistic pictures show the main problem than mere baldness,
- 2) Pictures are able to overcome the limitations of location & time, not all objects, objects or events can be brought to class, and children cannot always be brought to these objects or events.
- 3) Media images are able to overcome the limitations of our observations. For example, cells or cross sections of leaves that we

cannot see with the naked eye will be presented clearly in the form of images,

- 4) Pictures can clarify a problem, in any field and for all age levels, so that it will prevent or correct misunderstandings.
- 5) Images are cheap and easy to obtain and can also be used without the need for special equipment.

A picture is worth a thousand words. Students can 'read' the pictures and understand the story either alone or as adults reading the words aloud. The picture in picture story books are an integral part of the action story, a form of pictorial literature that complements, but is completely limited by, the narrative elements of the story's language. Pictures are not meant to stand alone as a single work of art, but to contribute to the sequence and mood that propel the story forward and keep the reader on track. Involving the teacher in the process of selecting a picture book story in teaching reading can be a very good consideration. As explained by the expert above, the researcher suggests several advantages when using the picture book as teaching material for narrative text:

- 1) Students can understand the whole story better than just using written text.
- 2) By using the picture books as a medium in teaching narrative reading comprehension, the teacher can motivate students to read because it will be more fun and interesting.

- 3) Make the teaching and learning process more clear and communicative.

Based on what was stated by the experts and researchers above, it could be concluded that the use of picture book as the basic for narrative material was effective and helps students to improve reading comprehension through this picture book. Therefore, the researcher strongly recommends that for English teachers.

b. Disadvantages

We all know that every technique has limitations. It happens to this medium too. The use of picture book also has disadvantages that may give a problem to the teacher. This was related to Yustina (2011) expert who stated the disadvantages of the picture book below:

- 1) The picture only emphasizes the perception of the eye sense
- 2) Images of the objects that are too complex are less effective for learning movement
- 3) The size is very limited for large groups.

The researcher also expressed her opinion regarding the shortcomings of the picture book. The disadvantages are described by

- 1) It may happen that the students did not understand about the whole story, they just pay attention with the illustration of the story.
- 2) It takes time to choose the right picture book.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on findings and discussion in the previous chapter, the researcher concluded that the used of picture book in teaching literacy focusing on the students' reading comprehension at SMP Unismuh is effective to improve the students' literal reading comprehension in details or specific information. Experimental class students at SMP Unismuh Makassar can get used to questions related to making inference and their ability to answer reading comprehension improves and it was proved by the mean score of students' achievement before and after giving treatment is 61.3 become 83.2.

#### B. Suggestion

There were several suggestions that will be submitted by the researcher based on the results of data analysis and conclusions above, the researcher suggest:

1. It is recommended for English teacher to use picture book as media in teaching reading comprehension.
2. It is recommended to the English teacher at SMP Unismuh Makassar, especially grade 9, that the literal and interpretative level teaching of reading comprehension continues to be applied to students
3. Students should continue to read with a variety of reading materials in order to better understand and be able to examine the contents of the reading.

4. It is necessary to do further research and dig deeper into the use of picture book.



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**A**

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## Appendix 1

### RENCANA PELAKSANAAN PEMBELAJARAN

#### A. Identitas Sekolah

Nama Sekolah : SMP Unismuh Makassar  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI (sembilan) / Genap  
 Materi Pokok : Narrative Text  
 Alokasi Waktu : 2x40 menit

#### B. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.  
 KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah  
 KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan	3.7.1. Membandingkan fungsi social beberapa teks naratif lisan dan tulis terkait fairytales 3.7.2. Memahami struktur teks yang mencang kuporientasi, evaluasi, krisis, resolisidanreorientasi 3.7.3. Mempelajari cara membacakan dongeng denganucapan dan tekanan kata yang benar 3.7.4. Menyimak guru membacakanbeberapateks fairytales, sambil bertanya jawab tentang informasi terkait isi tek scerita 3.7.5. Bertanya jawab dengan teman dalam kelompok masing-masing

meminta informasi terkait <i>fairytale</i> s, pendek dan sederhana, sesuai dengan konteks penggunaannya	tentang isi ceritanya
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairy tales</i>	4.7.1 Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan terkait <i>fairytale</i> s 4.7.2 Menangkap makna secara kontekstual teks naratif, lisan dan tulis, sangat pendek dan sederhana terkait <i>fairy tales</i>

### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian pembelajaran, peserta didik dapat :

1. Membaca sebuah teks pendek tentang fabel
2. Mencari informasi mengenai teks pendek tentang fabel
3. Membaca cerita fabel kemudian memilih salah satu untuk diceritakan kembali di depan kelas
4. Memahami generic structure tentang teks naratif fabel
5. Mengidentifikasi generic structure sebuah teks secara berkelompok
6. Membuat sebuah teks fabel pendek sederhana sesuai generic structure berdasarkan cerita yang dipilih
7. Menceritakan kembali teks tersebut di depan kelas

### D. Materi Pembelajaran

1. Struktur teks

Gagasan utama dan informasi rinci :

- a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi)
- b. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

- c. Memaparkan akhir ceruta, dimana krisis berakhir (resolusi) dengan bahagia atau sedih.
- d. Memberikan alasan atau komentar umum (reorientasi)
2. unsur kebahasaan
  - a. Tata bahasa: Simple Past tense, Past Continuous Tense
  - b. Kalimat langsung dan tidak langsung
  - c. Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh
  - d. Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb
  - e. Adverbia dan frasa preposisional penunjuk waktu: a long time ago, one day, in the morning, the next day, immediately, dsb.
  - f. Ucapan, tekanan kata, intonasi
  - g. Ejaan dan tanda baca
  - h. Tulisan tangan

#### Topik

Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan

#### E. Metode pembelajaran

1. Pendekatan = scientific approach
2. Model pendekatan = project based learning
3. Tehnik= ceramah, diskusi, tanya jawab, pemberian tugas

#### F. Media pembelajaran

1. Media  
Buku cetak, laptop
2. Alat/bahan  
Spidol
3. Sumber pembelajaran

Djarmika, Agus Dwi Priyanto, Ida Kusuma Dewi. Passport to the world a fun and easy English book for grade XI of junior high schools.

#### G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	<b>Orientasi</b> •Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai	Religius	10 Menit

	<p>pembelajaran</p> <ul style="list-style-type: none"> <li>•Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>•Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik</li> <li>•Menyampaikan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>•Menyampaikan tujuan pembelajaran.</li> <li>•Menyampaikan manfaat dari materi yang akan diajarkan.</li> </ul>	<p>Disiplin</p> <p>Rasa ingin tahu</p> <p>Rasa ingin tahu</p>	
<p><b>Inti</b></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>•Peserta didik mengamati contoh teks naratif fabel yang diberikan oleh guru.</li> <li>• Peserta didik membaca teks naratif fabel yang berjudul “The Ant and The Dove”</li> </ul> <p><b>Menanya</b></p>	<p>Literasi</p>	<p><b>60 Menit</b></p>

	<ul style="list-style-type: none"> <li>• Peserta didik menanyakan hal-hal terkait dengan cerita tersebut ( E.g what is ‘Ant’ in bahasa indonesia? How do i/we spell it ? etc.)</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik bekerja berpasangan</li> <li>• Pesera didik mencari jawaban dari pertanyaan mereka melalui berbagai sumber (tanya teman, lihat kamus dll)</li> <li>• Pesera didik menirukan cara membaca cerita “ The And and The Dove”</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik secara individu menentukan struktur teks, unsur kebahasaan dan fungsi sosial dari cerita “ The Ant and The Dove” dengan menjawab soal-soal yang telah tersedia</li> </ul> <p><b>Mengumunkasikan</b></p> <p>Peserta didik dan guru membahas dan menyimpulkan temuan atau jawaban dari peserta didik</p>	Rasa ingin tahu	
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		Literasi	
		Berpikir kritis	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru beserta siswa membuat rangkuman atau simpulan pelajaran</li> <li>• Guru memberikan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan</li> <li>• Guru memberikan tugas pekerjaan rumah</li> <li>• Guru menyampaikan rencana pembelajaran untuk pertemuan yang akan</li> </ul>	HOTS	<b>10 Menit</b>

Kegiatan	Deskripsi kegiatan	Nilai PPK, Literasi, 4C, HOTS	Waktu
pendahuluan	<p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik</li> </ul>	Religius	<b>10 menit</b>

	<p>sebagai sikap disiplin</p> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan tujuan pembelajaran. Menyampaikan manfaat dari materi yang akan diajarkan</li> </ul>	<p>Disiplin</p> <p>Rasa ingin tahu</p>	
	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan teks naratif fabel dalam bentuk buku bergambar (picture books) yang berjudul "Terrance Turtle's new Home"</li> <li>• Peserta didik mengamati contoh teks naratif fabel yang diberikan oleh guru.</li> <li>• Guru dan Peserta didik membaca teks naratif fabel yang berjudul "Terrance Turtle's new Home"</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Peserta didik menanyakan hal-hal terkait dengan cerita tersebut ( E.g what is 'turtle' in bahasa indonesia?)</li> </ul>	<p>Literasi</p>	<p><b>60 menit</b></p>



	<p>How do i/we spell it ? can you tell us the story about them? etc.)</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik bekerja berpasangan</li> <li>• Peserta didik mencari jawaban dari pertanyaan mereka melalui berbagai sumber (tanya teman, lihat kamus dll)</li> <li>• Peserta didik mencatat kata sulit yang mereka temukan dalam buku bergambar tersebut</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mencari arti dari kata sulit yang mereka temukan</li> <li>• Peserta didik secara individu menentukan struktur teks, unsur kebahasaan dan fungsi sosial dari cerita ‘ ‘Terrance Turtle’s new Home’ ’ dengan menjawab soal-soal yang telah tersedia</li> </ul> <p><b>Mengumunikasikan</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dan guru membahas dan menyimpulkan temuan atau jawaban dari peserta didik</li> </ul>	<p>Rasa ingin tahu</p> <p>Literasi</p> <p>Berpikir kritis</p>	
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Penutup	<ul style="list-style-type: none"> <li>• Guru beserta siswa membuat rangkuman atau simpulan pelajaran</li> <li>• Guru memberikan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakn</li> <li>• Guru memberikan tugas pekerjaan rumah</li> <li>• Guru menyampaikan rencana pembelajaran untuk pertemuan yang akan</li> </ul>	<b>HOTS</b>	<b>10 menit</b>
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#### H. Teknik Penilaian

1. Teknik Penilaian
  - a. Penilaian Sikap : Observasi / Pengamatan
  - b. Penilaian Pengetahuan : Tes Tertulis
2. Bentuk Penilaian
  - a. Observasi : Jurnal Guru
  - b. Tes Tertulis : Essay
  - c. Produk tertulis naratif : peserta didik dapat membuat contoh teks
  - d. Tes praktik : peserta didik diminta membacakan teks naratif
3. Instrumen Penilaian (Terlampir)

Disetujui oleh:

Guru Bahasa Inggris

Makassar,

Penulis

2022

Bau Sarah Samirah

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**Appendix 2**  
**The instrument of Pre-test**  
**Essay Question**

“The Ant and The Dove”

It was a silvery stream flowing in the thick forest. An ant was busy collecting food on the banks of the river. Suddenly, the ant slipped and it fell into the stream. The ant was struggling for life, moving up and down the stream. “Oh..Help..Help....Oh....I am dying...Help....” A Dove sitting on a tree saw the ant drowning. “Oh, what a pitiable creature!! I should do something to save him.” The dove plucked a leaf and threw it down into the stream. The ant climbed onto it and floated

in safety to the bank. “Oh God...Thank you. Thank you friend...” “You are welcome...”

Days passed. Everyday, the ant used to come to the bank for collecting food. Even the dove used to give a few nuts to the ant. The ant and the dove became good friends. One day, the dove was busy cracking nuts, sitting on the tree and the ant was carrying its food to its place. Suddenly, the ant stopped in its tracks after seeing a hunter. The hunter was aiming his arrow

at the dove. “Oh no... I should save my friend. I should do something. The ant bit the hunter hard in the foot. “Ah..Ohhh...Stupid ant!” The noise caught the attention of the dove. The dove flew away from the tree. The ant scurried to hide behind a tree. “Shh..I’ve missed the dove! I

should at least killed that stupid ant!” “Hmmm...my friend is saved.” The ant moved away from its hiding place and was back on duty

Read the story carefully and answer the questions below !

1. How many characters are there in the story?And then analyze the good/the bad character!
2. What was the problem in the story ?
3. why did the dove help the ant ?
4. why did the ant come to the bank ?
5. what did the the ant do to save the dove ?
6. why did the ant save the dove ?
7. what is the moral value of the story ?

## Appendix 3 “Treatment”

### First Meeting

As a first step, the researcher explains the related material that will be used as a tool during the teacher's learning process. So at this stage, the teacher informs students about the title of the material to be taught, namely narrative text as material for learning at the next meeting.

### Second Meeting : Explain about narrative text

#### A. Definition of Narrative Text

Narrative text is a type of text in English to tell a story that has a chronological sequence of events that are interconnected. The purpose of this text is to entertain the reader about a story or story.

#### B. Types of Narrative Text Narrative text can be imaginary or factual. Here is an example of a genre from Narrative text :

- |                    |                         |
|--------------------|-------------------------|
| 1. Fairy tale      | 5. Fable                |
| 2. Mystery         | 6. Horror               |
| 3. Science fiction | 7. Myth and Legend      |
| 4. Romance         | 8. History              |
| 9. Slice of life   | 10. Personal experience |

#### C. Characteristics of Narrative Text

1. Using action verbs in the form of past tenses.
2. Using a specific noun as a pronoun.
3. Using the Adjective to form Noun Phrase.
4. Use the Conjunction to sort events.

#### D. Narrative Text Structure

The structure of the narrative text focuses on a series of stages that are proposed to build a text on its own. In general, there are four stages in Narrative text, namely :

##### 1. Orientation

Orientation or so-called introduction, contains about who, when, where a story is set.

##### 2. Complication

Complication tells the beginning of the problem that causes the peak of the problem or what is commonly called the climax. This section usually involves the main character of the story.

##### 3. Resolution

This section is the end of the story or in the form of a solution to the problem that occurred. Problems can be solved can be for better or even worse which will make the story end happily or vice versa. Sometimes, there are

resolutions which are other problems to solve. It is deliberately created by the author to increase and maintain interest and tension for the readers. Usually, this type of resolution is found in the mysteries and horror genres.

4. Re-orientation

The part is the closing of a story which is optional. Re-orientation can contain moral lessons, suggestions or teachings from the author.

**Third Meeting :** The researcher show picture books to the students which contains narrative stories.

**Fourth Meeting :** At the last meeting the researcher will explain again about what is reading comprehension to analyze the extent to which students' ability to receive the material taught from the teacher. Explain again what is the reading comprehension, about narrative material and one example of text narrative.

- A. Reading comprehension : The ability of individuals to understand texts is influenced by their skills and their ability to process information. When word recognition is difficult, readers use too much of their processing capacity to read each word individually, which interferes with their ability to understand the text. There are a number of strategies for improving reading comprehension and drawing conclusions, including improving vocabulary, critical text analysis and in-depth reading exercises.
- B. Narrative Text : What is meant by narrative text is: "a narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and / or in a sequence of (moving) pictures". Or if it is translated, then what is meant by Narrative text is a type of genre in which a series of events or stories is described from time to time and is described in a beginning, middle and end sequence. So it must be chronological, meaning that it is chronologically told in a coherent manner and should not be skipped. The basic purpose of narrative text is to entertain and attract readers by presenting stories or events that have problems that cause conflict and at the end of the story there is a resolution or a happy or even sad ending.

# NEW HOME TURTLE'S TERRANCE

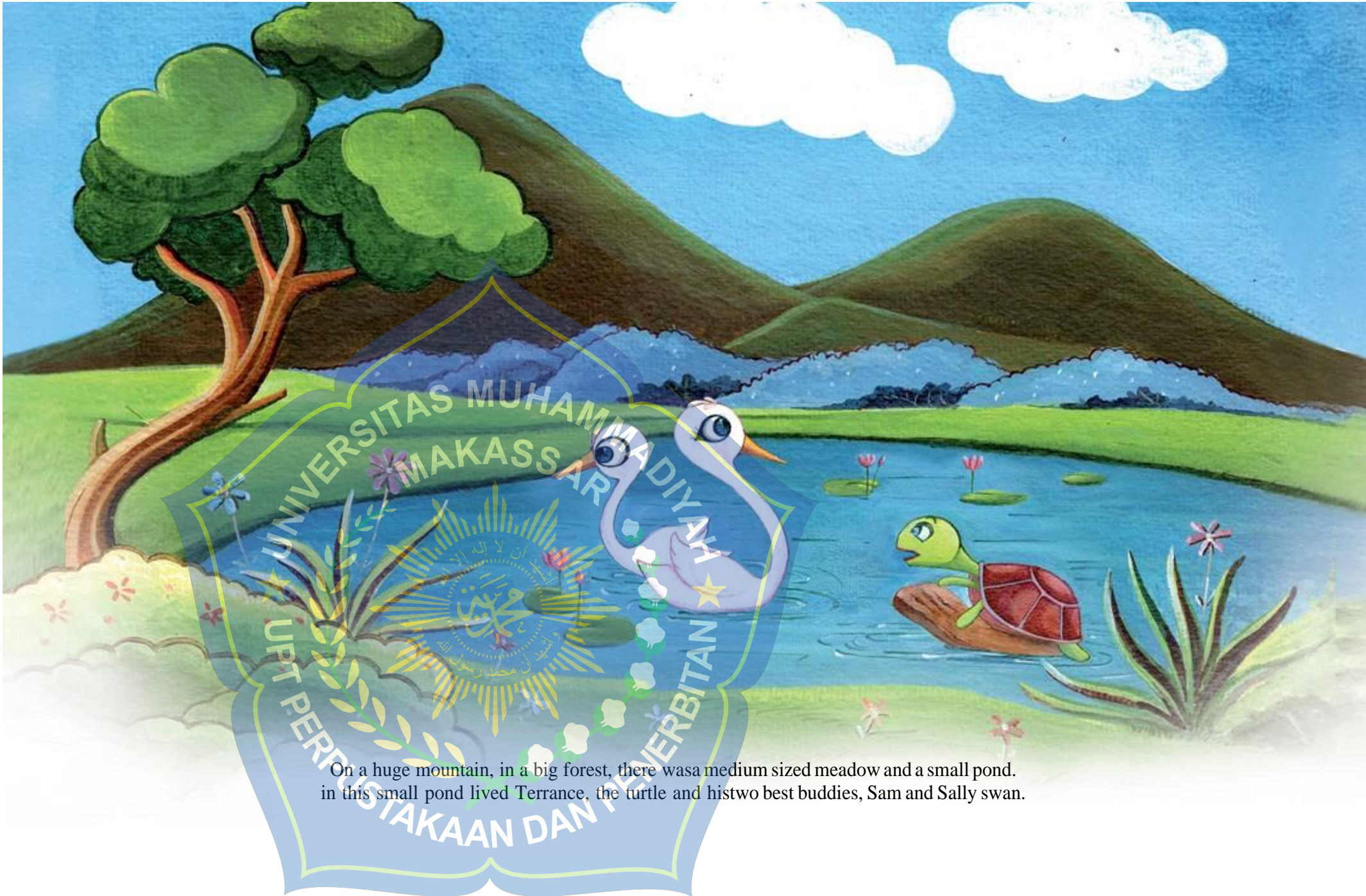


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On a huge mountain, in a big forest, there was a medium sized meadow and a small pond. In this small pond lived Terrance, the turtle and his two best buddies, Sam and Sally swan.

Oh, you may think it odd that a turtle and swans were buddies, really true friends, but I assure you – they were. Every day the three of them would search the pond for food, swim together and play games, and tell stories on the shore. When it got dark, Sam and Sally would return to their nest under a large tree and Terrance to his den on the shore, by their tree.







One year there was very little rain and the pond began to dry up.  
The three friends were concerned and talked about what they should do. “We should stay here” said Terrence.  
“The rain always comes and the pond has been our home since we were born.” “I don’t think the pond will last.” said Sally.  
“I think we need to find a new home.” said Sam. Then Sam flew away in search of a new pond.

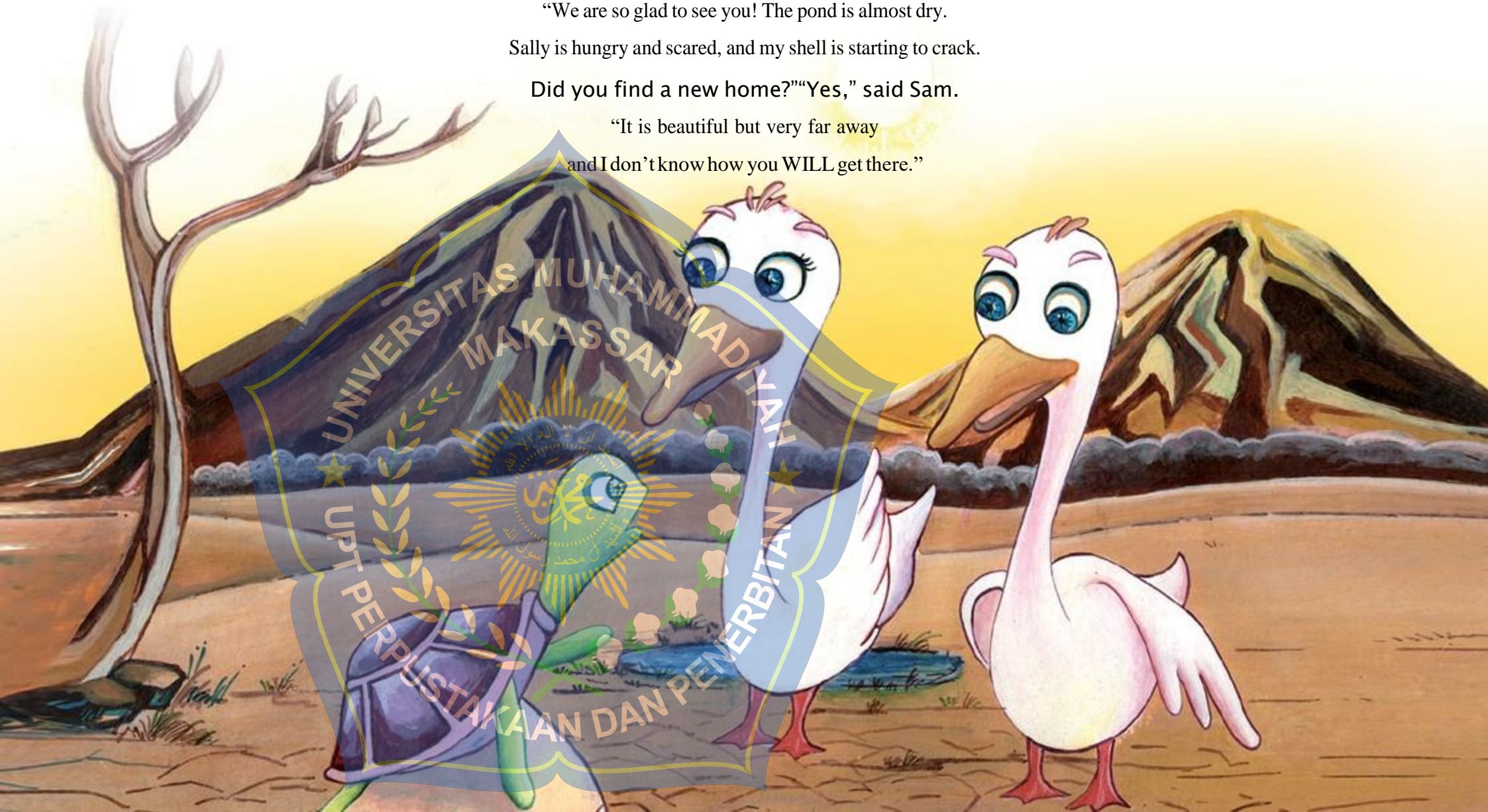
After several days, Sam returned to find the pond almost dry and his friends not doing well at all.

“Sam!” Terrance shouted excitedly.

“We are so glad to see you! The pond is almost dry. Sally is hungry and scared, and my shell is starting to crack.

Did you find a new home?” “Yes,” said Sam.

“It is beautiful but very far away and I don’t know how you WILL get there.”





The three talked for a long time. Then Terrance said,  
“I will stay here and dig deep into my den and the two of you, my true friends, fly to  
your new home.” “No!” shouted Sally. “We will all go.”  
“There has to be a way.” said Sam. The three sat under the bright sun in silence, thinking of a way to get to the far-away pond.

“I know how to do it!” shouted Terrance.

“See that stick?” He said to Sam.

“Sally and you WILL each take an end in your bill and I will bite it in the middle.

Then, you can fly to our new home while I hang onto the stick.

We can all be together.”

Again, the three sat in silence thinking about Terrance’s idea.



“It will work.” said Sally. “I agree.” said Terrance. “Maybe.” said Sam.

Sam looked at Terrance and Sally for a few minutes and said,

“Yes, I think it will work but none of us can talk or open our mouths, no matter what!

Does everyone understand? Does very one agree?”

“Yes.” said Sally. “I agree too.” said Terrance. “Terrance,” Sam firmly said.

“It is most important that you DO NOT talk or open your mouth.

Remember, you can’t fly!” “I understand.” said Terrance.



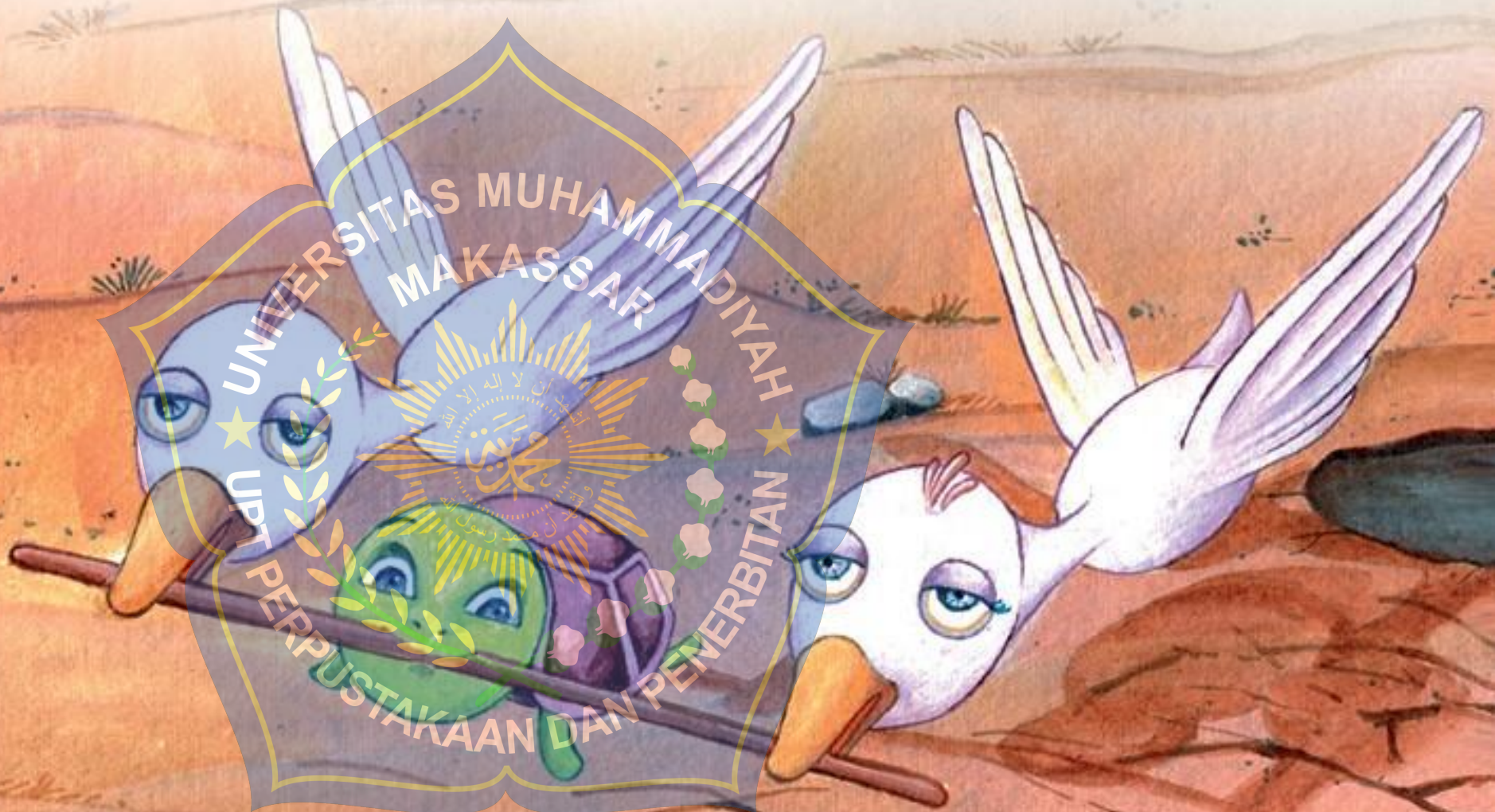
WITHIN MINUTES, Sally and Sam each had the stick firmly held in their bills.

Sam opened his mouth and bit down on the stick. They were off.

Sally swan and Sam swan flew side-by-side, separated by a stick,

with Terrance turtle hanging in the middle.

It was a very strange but funny sight.





As they flew, climbing higher and higher,  
no one dared talk or open their mouth.

Faster and faster, higher and higher, Sally and Sam flew.

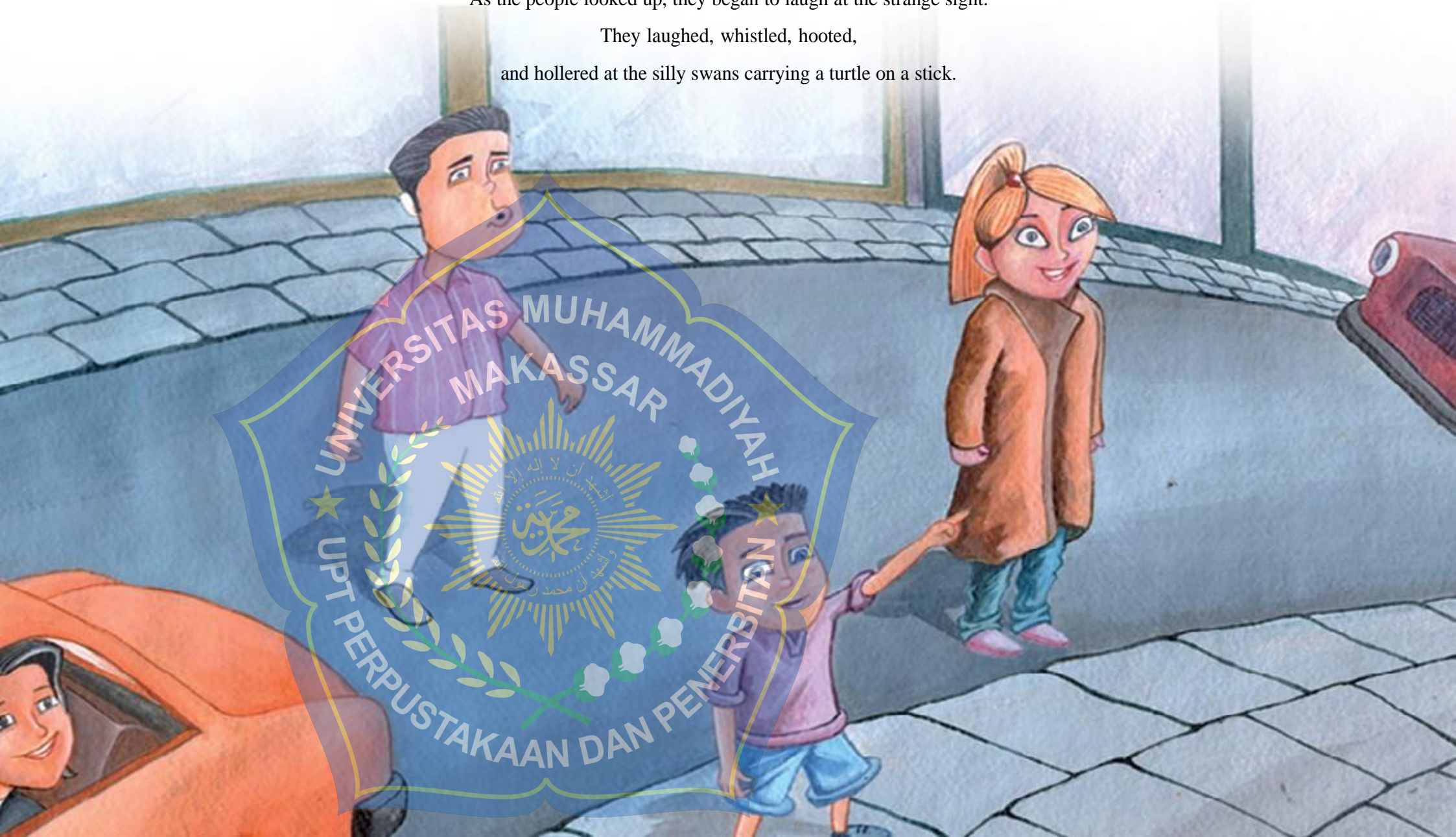
Terrance was terrified!

As they passed over a town, they could hear the people talking and laughing. “Look up in the sky!” shouted one boy.

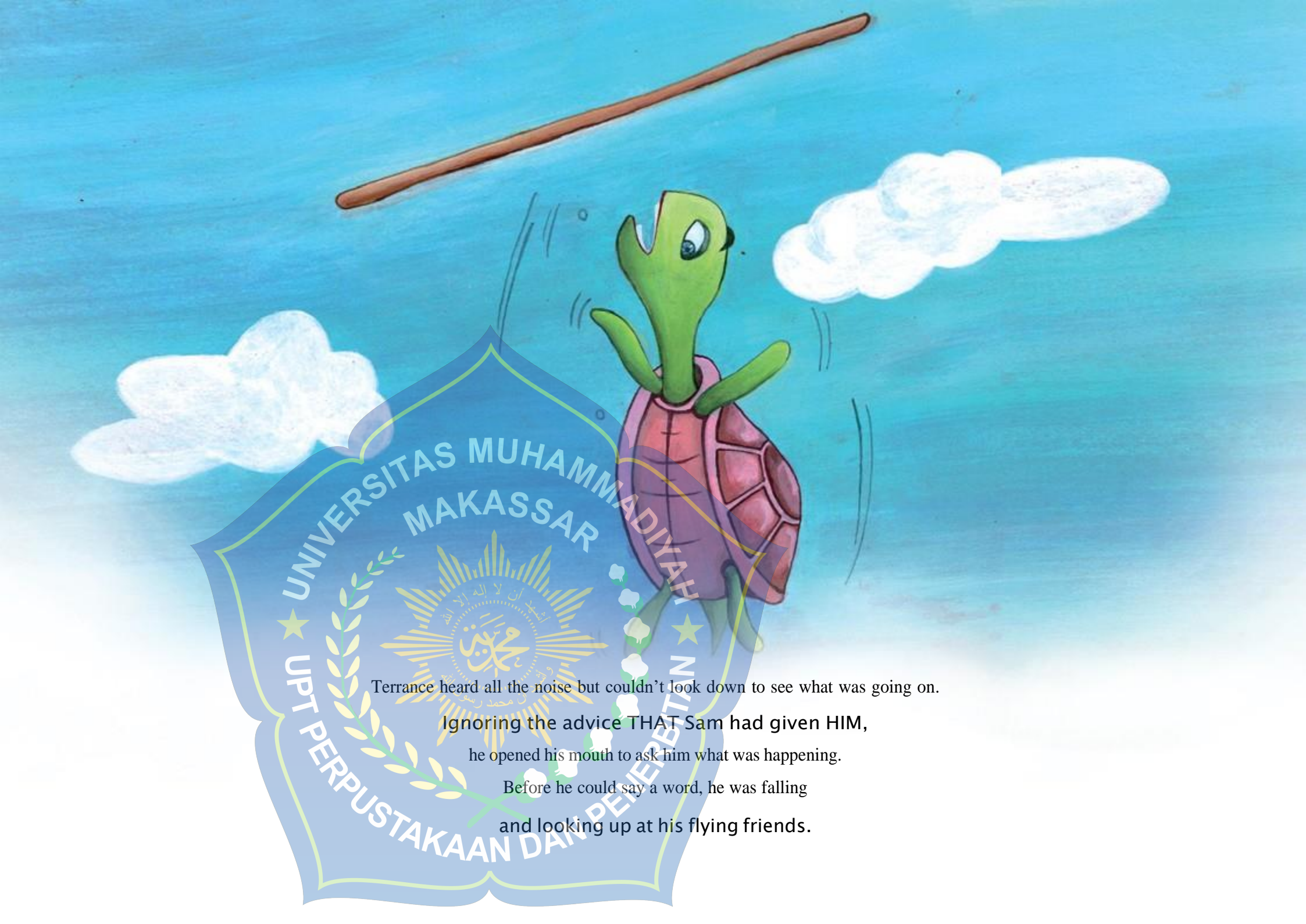
“What is it?” asked another.

As the people looked up, they began to laugh at the strange sight.

They laughed, whistled, hooted,  
and hollered at the silly swans carrying a turtle on a stick.







Terrance heard all the noise but couldn't look down to see what was going on.

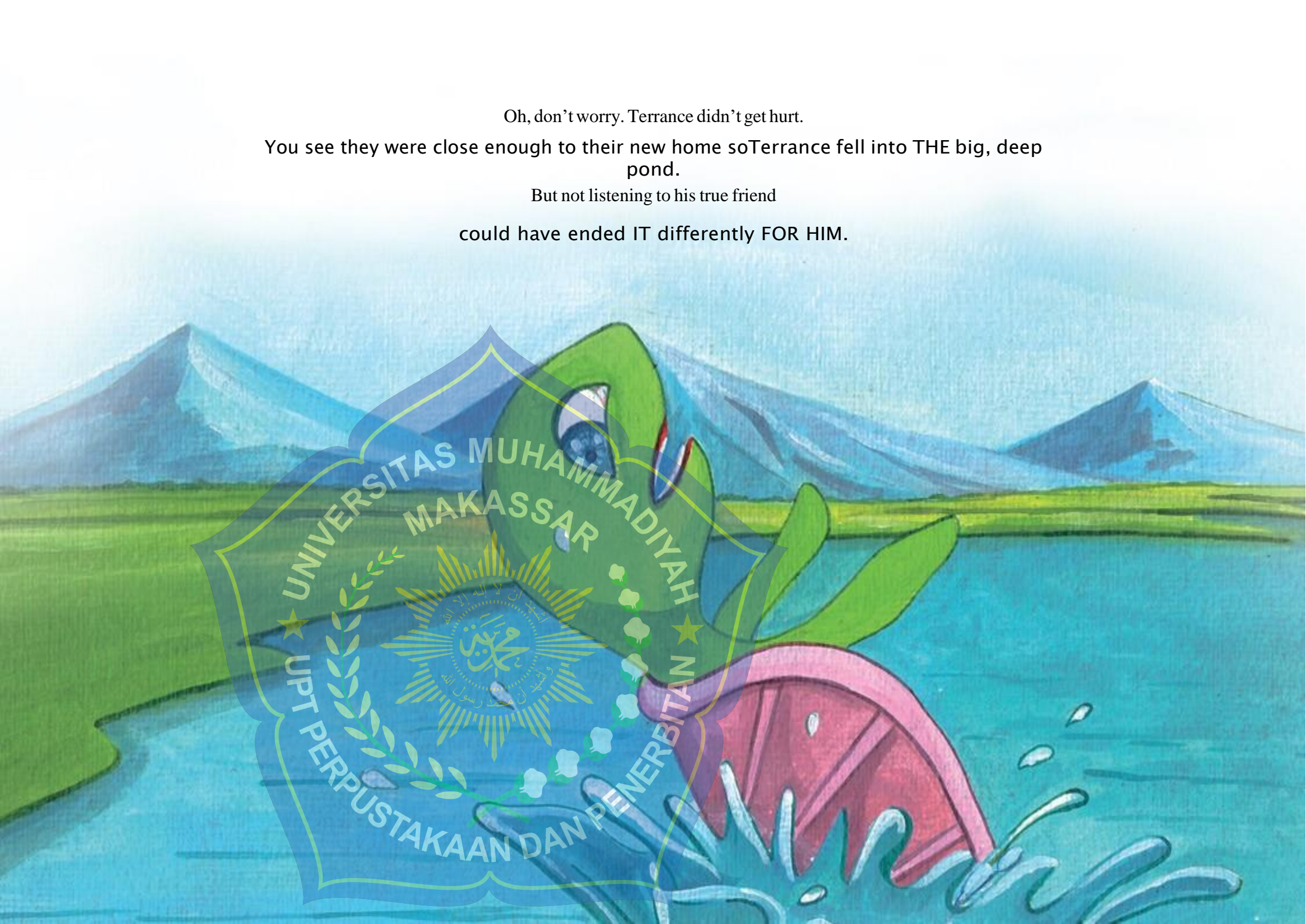
Ignoring the advice THAT Sam had given HIM,  
he opened his mouth to ask him what was happening.

Before he could say a word, he was falling  
and looking up at his flying friends.

Oh, don't worry. Terrance didn't get hurt.

You see they were close enough to their new home so Terrance fell into THE big, deep pond.

But not listening to his true friend  
could have ended IT differently FOR HIM.



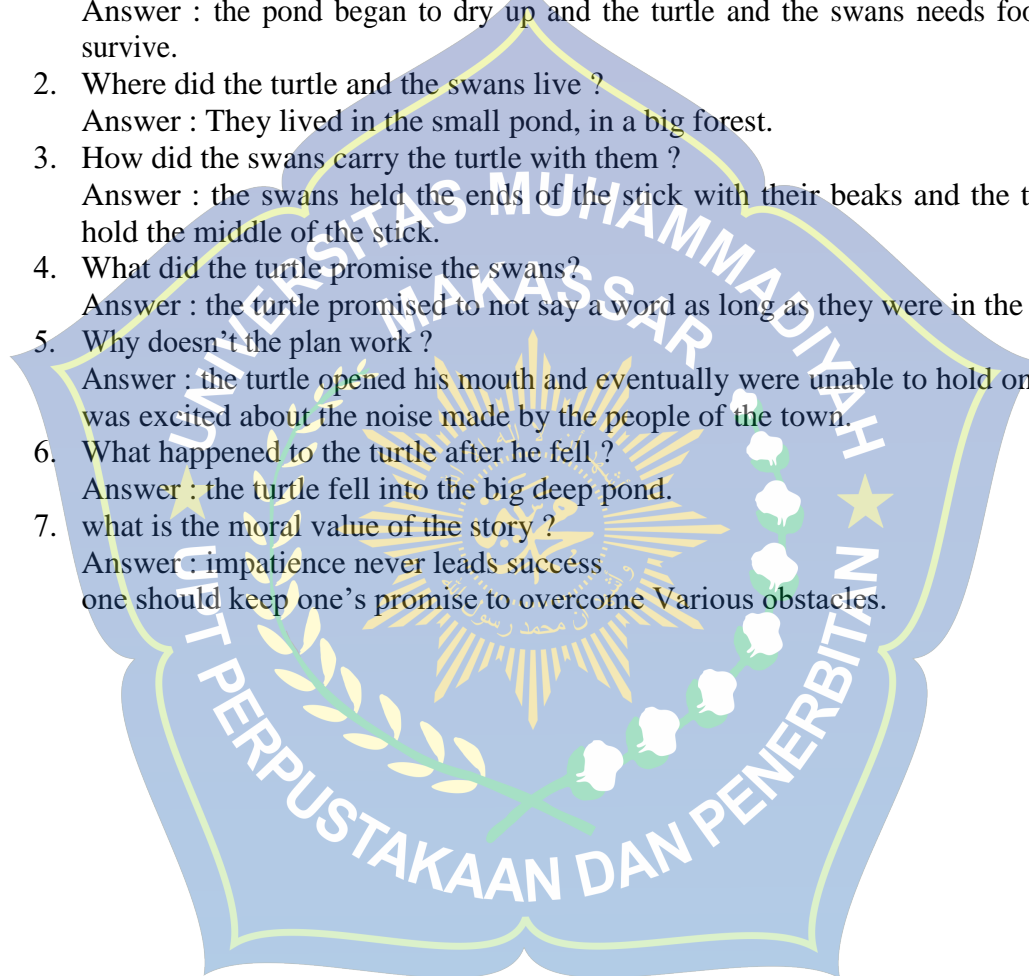
## Appendix 4

### The instrument of Post-test

#### Question post-test

Read the story carefully and answer the questions below !

1. What was the problem of the story ?  
Answer : the pond began to dry up and the turtle and the swans needs food to survive.
2. Where did the turtle and the swans live ?  
Answer : They lived in the small pond, in a big forest.
3. How did the swans carry the turtle with them ?  
Answer : the swans held the ends of the stick with their beaks and the turtle hold the middle of the stick.
4. What did the turtle promise the swans?  
Answer : the turtle promised to not say a word as long as they were in the air.
5. Why doesn't the plan work ?  
Answer : the turtle opened his mouth and eventually were unable to hold on. He was excited about the noise made by the people of the town.
6. What happened to the turtle after he fell ?  
Answer : the turtle fell into the big deep pond.
7. what is the moral value of the story ?  
Answer : impatience never leads success  
one should keep one's promise to overcome Various obstacles.



### Appendix 5 Students' Score

NO	NAMA SISWA	SCORE	
		Pre-Test	Post-Test
1.	Student 1	57	81
2.	Student 2	70	88
3.	Student 3	57	81
4.	Student 4	58	87
5.	Student 5	58	81
6.	Student 6	72	80
7.	Student 7	65	80
8.	Student 8	70	81
9.	Student 9	62	87
10.	Student 10	55	83
11.	Student 11	61	82
12.	Student 12	61	85
13.	Student 13	65	91
14.	Student 14	67	88
15.	Student 15	51	87
16.	Student 16	68	85
17.	Student 17	68	85
18.	Student 18	62	87
19.	Student 19	55	80
20.	Student 20	67	82
21.	Student 21	45	90

22.	Student 22	67	83
23.	Student 23	61	87
24.	Student 24	58	84
25.	Student 25	68	83
26.	Student 26	62	80
27.	Student 27	71	83
28.	Student 28	50	83
29.	Student 29	70	85
30.	Student 30	62	91
31.	Student 31	67	80
32.	Student 32	62	83
33.	Student 33	61	87



- A. Gadiza Khairani IXA -

No. Rabu

Date: 3.8.22

## Bahasa Inggris < English >

1. What was the problem of the story?
2. Where did the turtle and the swans live?
3. How did the swans carry the turtle with them?
4. What did the turtle promise the swans?
5. Why doesn't the plan work?
6. What happened to the turtle after he fell?
7. What is the moral value of the story?

Answer :

1. \* One year there was very little rain and sam and sally don't know what should they do.

\* Turtle was fell from the sky on the stick.

2. In a big forest

3. With stick

4. the turtle promise not open mouth or talking when they in the sky.

5. because turtle open mouth and then fell.

6. the turtle didn't get but could have ended it differently for him.

nama: sayyida fathima azzahra  
Annisa rezky zarnuddin  
ga

Date: \_\_\_\_\_

## Question

1. what was the problem of the story?
2. where did the turtle and the swans live?
3. How did the swans carry the turtle with them?
4. what did the turtle promise the swans?
5. why doesn't plan work?
6. what happened to the turtle after he fell?
7. what is the moral of the story?

## Answer

1. One year there was very little rain and the pond began to dry up  
Terrance was fed from the sky
2. Terrance (live in small pond) + Sam & Sally (the swan)
3. with the sticks
4. the turtle promise not open mouth or talking when they in the sky
5. because turtle open mouth and then fell

Nama = Siti Khadijah Zaenal  
 Kelas = 1 X . A  
  
 "Jawaban"  
  
 1. one year there was very little rain and the pond began to dry up  
  
 2. in a big forest  
  
 3. Sally and you will each take end in your bill and I will bite it in the middle. Then you can fly to our new home while I hang onto the stick. we can all be together.  
  
 4. important that you do not talk or open your mouth.  
  
 5. Beause ~~for~~ turtle his open your mouth  
  
 6. Terance fell into the big, deep pond.  
  
 7. don't ever let us promis





Name: Andi ...  
 OF AMANDA RURI

No : \_\_\_\_\_  
 Date : \_\_\_\_\_

Sun  Mon  Tues  Wed  Thu  Fri  Sat

ANSWER

1. the problems is one year there was very little  
 rain and pond began to dry up

2. on a huge mountain, in a big forest, there was  
 a ~~medium~~ medium sized meadow and a small  
 pond

3. Sally and Sam will each take an end in your bliss  
 and the turtle will bite it in the ~~middle~~ middle  
 and then they fly

4. Do not talk and open mouth when we re fly

5. Because turtle is open his mouth and then he  
 fell

6. Turtle is fine because fell in a pond ~~at~~ on he  
 new home

7. don't forget your promise



No. \_\_\_\_\_  
No. \_\_\_\_\_  
Date: \_\_\_\_\_

Adinda Dulipa Semi  
1x A

1) : One years There was very little rain and the pond began to dry up

2) : On a huge mountain, in a big forest, there was a medium sized meadow and a small pond.

3) : Sally and sam each had the stick firmly held in their bills.  
Sam opened his mouth and bit down on the stick.

4) : Do not talk and open ~~his~~ <sup>when we're fly</sup> mouth ~~and~~ ~~and~~ then ~~he~~ fell

5) : Because turtle is open his moath and then he fell

6) : turtle is fine because he fell in a pond. On he new home

7) : don't forget your promise



## Frequencies

### Statistics

pretest

N	Valid	33
	Missing	0
Mean		61.3030
Std. Deviation		8.57498
Range		42.00
Minimum		30.00
Maximum		72.00

		Pretest				
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	30.00	1	3.0	3.0	3.0	
	45.00	1	3.0	3.0	6.1	
	50.00	1	3.0	3.0	9.1	
	51.00	1	3.0	3.0	12.1	
	55.00	2	6.1	6.1	18.2	
	57.00	3	9.1	9.1	27.3	
	58.00	1	3.0	3.0	30.3	
	60.00	2	6.1	6.1	36.4	
	61.00	2	6.1	6.1	42.4	
	62.00	4	12.1	12.1	54.5	
	65.00	4	12.1	12.1	66.7	
	67.00	3	9.1	9.1	75.8	
	68.00	3	9.1	9.1	84.8	
	70.00	3	9.1	9.1	93.9	
	71.00	1	3.0	3.0	97.0	
	72.00	1	3.0	3.0	100.0	
	Total		33	100.0	100.0	

## Frequencies

### Statistics

posttest

N	Valid	33
	Missing	0
Mean		83.2727
Std. Deviation		6.83864
Range		41.00
Minimum		50.00
Maximum		91.00

		Posttest				
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	50.00	1	3.0	3.0	3.0	
	80.00	6	18.2	18.2	21.2	
	81.00	3	9.1	9.1	30.3	
	82.00	1	3.0	3.0	33.3	
	83.00	6	18.2	18.2	51.5	
	85.00	5	15.2	15.2	66.7	
	87.00	6	18.2	18.2	84.8	
	88.00	2	6.1	6.1	90.9	
	90.00	1	3.0	3.0	93.9	
	91.00	2	6.1	6.1	100.0	
	Total		33	100.0	100.0	

## T-Test

### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	61.3030	33	8.57498	1.49271
	posttest	83.2727	33	6.83864	1.19046

### Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	33	.627	.000

### Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Mean	95% Confidence Interval of the Difference				
					Std. Error	Lower			
Pair 1	pretest – posttest	-21.96970	6.83504	1.18983	-24.39330	-19.54610	-18.465	32	.000



## Appendix 6 Dokumentation





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN BEBAS PLAGIAT**

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Bau Sarah Samirah

NIM : 105351127716

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	18 %	25 %
3	Bab 3	6 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 2 September 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum.,M.I.P  
NBM. 964 591



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT  
Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (041) 865588 Makassar 90221 E-mail: lp3munismuh@plaza.com



Nomor : 1920/05/C.4-VIII/V/40/2022

01 Dzulqad'ah 1443 H

Lamp : 1 (satu) Rangkap Proposal

31 May 2022 M

Hal : Permohonan Izin Penelitian

Kepada Yth,  
Bapak / Ibu Kepala Sekolah  
SMP Unismuh Muhammadiyah  
di -  
Makassar

*Permohonan izin penelitian pengumpulan data semester akan datang.*  
5-6-2022

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9889/FKIP/A.4-II/V/1443/2022 tanggal 31 Mei 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : BAU SARAH SAMIRAH

No. Stambuk : 10535 1127716

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use of Picture Books in Teaching Literacy to Eight Grade Students at SMP Unismuh Makassar"

Yang akan dilaksanakan dari tanggal 3 Juni 2022 s/d 3 Agustus 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.  
NBM 101 7716

05-22

Dipindai dengan CamScanner





MAJELIS DIKELITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : BAU SARAH SAMIRAH  
NIM : 105351127716  
Judul Penelitian : *THE USE OF PICTURE BOOKS IN TEACHING LITERACY TO NINE GRADE STUDENTS AT SMP UNISMUH MAKASSAR*  
Tanggal Ujian Proposal : 4 DESEMBER 2021  
Tempat/Lokasi Penelitian : SMP UNISMUH MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin 25 Juli 2022	Pre-test	Mufthihaturrahmah S.pd., M.Pd.	
2	Rabu 27 Juli 2022	Mengajar (Materi Narrative text)	Mufthihaturrahmah S.pd., M.Pd.	
3	Senin 1 Agustus 2022	Mengajar	Mufthihaturrahmah S.pd., M.Pd.	
4	Kamis 3 Agustus 2022	Mengajar	Mufthihaturrahmah S.pd., M.Pd.	
5	Senin 6 Agustus 2022	Mengajar	Mufthihaturrahmah S.pd., M.Pd.	
6	Rabu 10 Agustus 2022	Post-test	Mufthihaturrahmah S.pd., M.Pd.	
7				
8				
9				

.....to..... Agustus..... 2022

Mengetahui,

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd.  
NBM. 977 807

Pimpinan/Kepala sekolah,

Prof. Dr. H. Kwan Akib, M.Pd.  
NIM. 19630302 199203 1 002


**BADAN PELAKSANA HARIAN (BPH)**  
**LAB. SCHOOL SMP UNISMUH MAKASSAR**  
Jl. Talasapang No. 40 D, Makassar | Telp. 085 352 531 907  
 NRS: 20219600422 | ANSA: 60311867 | *Perkreditas A*



**SURAT KETERANGAN TELAH MENELITI**  
 Nomor: 102/SMP-Unismuh/VIII/2022

yang bertanda tangan di bawah ini:

Nama : Prof. Dr. H. Irwan Akib, M.Pd.  
 NIP : 196308021992031002  
 Jabatan : Kepala Sekolah  
 Pangkat/Gol : Pembina/IVa

Menerangkan bahwa mahasiswa di bawah ini:

Nama : **Bau Sarah Samirah**  
 No. Stambuk : 105351127716  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
 Universitas : Universitas Muhammadiyah Makassar

Adalah benar telah melaksanakan penelitian di Lab. School SMP Unismuh Makassar Talasapang No. 40 D, Kel. Gunung Sari Kec. Rappocini Kota Makassar pada tanggal 25 Juli s/d 10 Agustus 2022 dengan tema/judul: *"The Use of Picture Books in Teaching Literacy to Nine-Grade Student at SMP Unismuh Makassar."*

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 10 Agustus 2022  
 Kepala Sekolah,  
  
 Prof. Dr. H. Irwan Akib, M.Pd.  
 NIP. 196308021992031002



MAJELIS DIKILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**LETTER OF ACCEPTANCE**

0653/BG-FKIP/LOA/B/XII/1444/2022

Dear BAU SARAH SAMIRAH

It is our pleasure to inform you that, after reviewing your paper:

THE USE OF PICTURE BOOKS IN TEACHING LITERACY TO THE NINTH  
GRADE STUDENTS AT SMP UNISMUH MAKASSAR

The manuscript ID: 489

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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Makassar, 9 December 2022 M  
15 Jumadil Awal 1444 H

Head of English Education Department  
Faculty of Teacher Training and Education



**Dr. Umami Khaerati Syam, S.Pd., M.Pd.**  
NBM. 977 807

## CURRICULUM VITAE



The researcher Bau Sarah Samirah was born on February 17<sup>st</sup> 1999, Jeneponto, Sulawesi Selatan. She is the fourth child of marriage of H Jamri and HJ Hasniar. She has four sisters and a brother. In 2004, she began her study at SD 124 Batuasang and graduated in 2010. She continued at SMPN 25 Bulukumba and graduated in 2013. Afterwards, she continued her study at SMAN 1 Binamu Jeneponto and graduated in 2016. In 2016, she was registered as a student of English Education Department of Teacher Training and Education Faculty at Muhammadiyah University of Makassar. And at the end of her study she could finish her thesis entitled "The Use of Picture Books in Teaching Literacy to The Ninth Grade Students at SMP Unismuh Makassar".