

Investigating the Effect of Picture Story Book on Grade Ten Students' Reading Comprehension Ability

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Abstract

As a foreign language, some students still get some difficulties to learn English, especially in English Reading. An attractive media such as Picture Story Book is expected to develop the students reading comprehension ability. The research method that was used in this research was true experimental and the research design was pot test only control group design. To gather the data the researcher used instrument in the form of multiple choice 30 questions. The samples of this research was grade ten consisting 66 students, which is taken from the population by using cluster random sampling technique. The students are divided into two classes, 33 in experimental class and 33 in control class. The students of experimental class were taught by using Picture Story Book while the control class were taught without Picture Story Book. The analysis used SPSS based independent sample T-Test Formula produced significance 0.000 since the significance (2-tailed) value was smaller than (<) Alpha 0.05 Ho is rejected and Ha is accepted. Accordingly the research concludes that there is significant effect of using Picture Story Book on Grade Ten Students' Reading comprehension at MAN 9 Jakarta in the academic year 2019/2020.

Key words: Reading Comprehension, Picture Story Book

Introduction

English is used as the first language by around of 360 million people. There are now estimated to be 1.5 billion English speakers globally: 375 million who speak English as their first language, 375 million as a second language and 750 million who speak English as a foreign language," noted Tony Reilly in "English Changes Lives", in Britain's The Sunday Times (Richard, 2019). Based on (Hornby, 2005) English is the native language of British and currently many people use it as an international language for doing interaction between people around the world. According to (Ali & Wibowo, 2018) people of different countries use English to communicate each other. As a world lingua franca, English is not only a global communication language but it is also an academic needs which aspect in the language aspect. Facing the globalization era pushes the students to study and learn it, in order to master the technology well.

English in Indonesia is used as international language. The students have been taught English since they were child, start from basic level to intermediate level.

English are still exist being one of the material that should be learned by the students. Based on (Wibowo & Yuniarti, 2018) learning English language is an important part of the globalization. In some universities in Indonesia English text book has been used as media teaching and learning activities, the students are taught English since elementary school in order to make the students not facing the problem of understanding the English text book.

Nowadays reading skill is one language skill that should be taken by people. Moreover Indonesia now often doing collaboration, cooperation with other countries which speak English. There are many tests that use English reading as a way of doing selection just like the selection of entering school, university, and entering the company, even before the students finish the school the students have to past the test that contain the reading test then the result will show of how far the knowledge that the students have, and the students must reach the specified value to become a graduate. However, Indonesian students still have some difficulties in English especially in Reading. According to Indonesian Center of Educational. In 2019 The English score that been obtain by the students of senior high school in Indonesia is low, the average score is 52,45 while the average of English score at MAN 9 is 59.80 it is shown in Indonesian Center of Educational Assessment – Ministry of Education and Culture website. The national test contain of 50 questions while the 30 questions are reading, thus from that low score we can conclude that the reading comprehension ability is still low. Based on the curriculum in Education syllabus of Ministry of Education and Culture, the students are expected to be able to read the English Text, differentiate, and comprehend the social function, structure of text, the meaning of the text, and the generic structure in writing or even verbally.

The poor of students' reading comprehension is caused by several factors. The poor of vocabulary is the major problem that usually has been faced by the students, and the students are rarely motivated in reading and last is the students' background, the technique which is used is not suitable, and the last is the media is not appropriate.

The first problem is the lack of the vocabulary, it is something that can give big effect on the students learning process. In the teaching and learning activities usually the students are asked to read the text but, the students are asked to read the text but they cannot get what the text is about. It is needed to know the meaning of the words if they do not understand it, it can make the students hard to find out what the text is about.

The second is the motivation, which is the very basic problem that all of humans feel. It is something that can push people to do the things which has it owns goals, it can make us to do what we have to do and drives us to achieve our goals, and keep us interested in the activities which related to our purpose. The more the students are and make the students more serious in doing something they should be motivated it can make the students more interested in the subject the students learn whereas the more the students could be lazier doing their subject if they do not motivated. Based on (Robertson, 2018) motivation is needed for the students, in learning process motivation is extremely essential in order to guide their behavior in learning process, we can say that motivation is something that can be a factors

which support the students' learning process. It is the main factor that can affect the students' interest and push the students to get successful learning.

The third problem is about the educational background of the students. As we know in our country Indonesia, we have been taught English since we are in the elementary school even until college. English is introduced to us as an international language. In the elementary school usually the students are asked to memorize the vocabulary which are usually used in the daily activities, such as part of body, kinds of fruits, kinds of vegetables, colors and so on. And in the junior high school till senior high school we are taught the material itself. The problem here is the students are only asked to memorize it and learn about the material, but they are not asked to use, to speak their vocabulary knowledge in their daily conversation, they don't practice it. It means that their vocabulary knowledge time by time will be forgotten. And the quotes that often we hear in our life "practice makes perfect" can be used as one of supporting evidences, since there are a lot of people believe that one of way to master language is practice it. Therefore the more you use English in conversation or practice it the better you speak in English.

The fourth problem is the technique which is used is not suitable with the material. Now days there are lot of techniques which can be used in teaching reading comprehension. Based on (Kurniliawati, 2016) there are some kinds of technique that can be used in English teaching learning process those are: translation, grouping, checking, listening to the music, discussion, presentation, answering question, correcting, reading aloud, drilling, questioning, repetition and describing picture, role play, individual task. There are still more techniques in teaching. Therefore the teacher must be pretty smart to choose some technique in teaching in order to make the students understand easier the material, because if students get some difficulties dealing with the material due to technique which is not appropriate with the lesson it will be more difficult for them.

The last problem that makes the students' reading comprehension low is the teacher does not use the unsuitable media usage in teaching learning activities. Media is tools which is used to support the teaching activities in order to transfer the knowledge for the students. And now days there are a lot of media which can be used in teaching and learning activities. Therefore, it is necessary for the teacher to know some types of media. According to (Marchel, 2009), media is one of the roles that gives significant effect in teaching in order to convey the material. Media has a big effect and is used as an instrument to send the material. But if [textbook becomes the main way of delivering the material] it can make the student bored, because the students have been used to textbooks as a media since they were in elementary school, moreover their worksheets' appearance is not interesting, as we know it only shows us black and white appearance. There are some types of media and those are audio media which can be heard, there are several types of media and audio media visual which can be heard and watched, and visual media which is printed, and one of the visual media is Book.

Picture story book is a book which has some pictures on it, the book usually tells about a story. Picture book is one of the children literature books. It has illustrations in every page. By using picture story book can make the student be motivated and more interesting to study reading, because it has a colorful appearance and more eye

catching. Therefore the students interest on the book and begin to read and try to understand the meaning. Picture story book is one of fiction books. Based on Elizabeth Kennedy from thoughtco.com picture book is a book which usually contains the illustration which is more important or important as the words which tells the story. According to the relevant research (Roslina, 2017)said that The students' reading comprehension ability can increase when used picture story book as reading media and also increasing the students' attention.

In this research the researcher will use picture story book which contains the narrative text. Narrative text is a text that is learned and taught in the school. It shows the reader a story and it is commonly tells interesting story. A text of narrative is the most widely passage that is used in high school. Every year in the school academic the teacher will be more focusing in narrative text. According to (Anderson & Kathryn Anderson, 1997) Narrative text is a text that tells the reader a story and the reader can be entertained by reading the story. In the first paragraph of the story contains the characters, setting and action in the story itself, the highlight of the story usually put in the middle of the story then in the ending contains the part of resolving problems. (Anderson & Kathryn Anderson, 1997) talked about the structure of narrative text.

Considering the problem above the researcher want to solve by applying picture story book as media in grade ten students reading comprehension. Also in order to find whether the students increase their reading ability by using picture story book as media in teaching and learning activities and to evaluate the viewpoints of the learners which are the 10th (tenth) grade senior high school students of MAN 9 Jakarta.

Theoretical Underpinning

According to (Tarigan, 1990) reading is a process of the students that have need to understand some of words form particular units and discover the meaning of each word. In reading, it will be convenient for the learner to obtain the comprehension when they are able to carry out every single parts of the text. In (Khoiriyah & Sulistiyani, 2011)Checking, guessing, asking oneself question, predicting always be covered by readings skill. Therefor reading is the skill that should be mastered for supporting the study of other skills. Students are asked to comprehend the meaning of the material and the more they read their knowledge would be upgrade. Based on (Broek & Espin, 2012) Reading comprehension is a interaction which is complicated between automatic and strategic cognitive processes that sustain the reader to make their own statement of the text.

According (Jain & Patel, 2008) the types of reading:

1) Intensive Reading

Intensive reading is when the learner have already learned the next level of learning the language but still on the teacher's command. In intensive reading, the students will be taught about vocabulary, idioms and structure. They also will discussed more about the material that they get from the teacher. The purpose of intensive reading is to obtain new knowledge, also reviewing the material and read short story.

2) Extensive Reading

Extensive reading is used in order to get the common view of material and contains the longer text for entertaining. The goal of read material is not to caring the important information but just for knowing something new.

3) Aloud Reading

Aloud reaing is the primary form. The purpose of reading aloud is to get the better ability in speaking. And usually the students read the material that have not been seen and have not been spoken before. Developing the students' listening skill can be done by listen to the words, which is read aloud by the teacher. The students also can be helped to comprehend the meaning of words.

4) Silent Reading

Silent reading is a extremely needed skill in reading. To increase the students' ability they should learned reading skill. In silent reading the student can be more concentrate and obtain the new knowledge . With silent reading the students can control their speed, fluency and easiest for them to be done the reading text.

The Goal of Reading

- 1) Render the students to comprehend the content of the text.
- 2) Receiving the new information in order to increasing the students's knowledge.
- 3) The students are able to conclude the contents of the text by using their own words.
- 4) The students can read every part of the text easily and correctly.
- 5) Increase the perspective and the mindset.
- 6) Entertaining.

Reading activities is very important to do because the basic thing that the students can do to increase their knowledge is reading. Therefor the students have been taught to read since the students were child. Even in the present life, it is common ability that usually most all of people in this world have to master it. Not only in the school the students are asked to read but in their daily activities the students are very often face something that should be understood by reading, for example to understand the sign of the road, then to read the Short Message Service (SMS) or chatting with others.

In order to make the way of doing the activities easier we can use tool as helper and Media is one of it. According to (Marchel, 2009) media is one of tool that has significant effect in order to achiev the goal of teaching and learning activities. It is used for sending the material which means the media is a tool that usually used as a supporter thing to make the teaching and learning activities more significant. Here the researcher applied Picture Story Book as media in teaching learning reading activities.

Picture story book is a book which contains some picture, illustration, and the text in the book. The text usually presenting the emotion, mood, setting, words which can make the readers being hooked by the first sentence and the picture on it, then the reader started to read it and try to understand about the

content of the text. The picture story book usually has easy words therefore the teacher can use it as a media in teaching reading in order to make the students can easily understand about the story, even the picture can show them the story and make them to predict what the story is about. The using of picture story book can give significant effect in students' reading comprehension. From American Picture books from Noah's Ark to the Beast Within (Bader, 1976) A picture story book is text which contains illustration, total design; an item of produced and a shopyy product, a cultural, historical even social and paramount an experience for a child. In (Jalongo, 2004) tells that in the picture story books contain of illustration and words which is usually complete one another, therefor the reader can understand well about the text by looking the illustration, and reading the words or even looking and reading simultaneously. Illustration and drawings in the picture story books is made in order to motivate, attract, and support the learner's memories and look back the information which is already owned by the learner (Columbia, Cathy, & Alden, 2009). That means the learner not only can get the new knowledge but also can recall the knowledge that they already have but maybe it has already been forgotten. The relationship when we look the illustration or the picture on the picture book we not only look at it but also we think about is the picture are relate to the words and also to the picture previous and next them. In other words we must think not just about the beauty but also about how they assist to our progress of understand the knowledge of the story (Nodelman & Reimer, 2003). Therefor all the special feature of picture story books can open the new part to their use in teaching reading comprehension clarity in language and literacy classroom.

Methodology

The research method that was used in this research was true experimental and the research design was pot test only control group design. Experimental research is a method which is used to find the specific effect to one another in conditions completely (Sugiyono, 2015). According to (Sugiyono, 2015) true experimental is a method that the researcher can control all external variables that influence the course of the experiment. To gather the data the researcher used instrument in the form of multiple choice 30 questions which is done after the treatment.

The population in this research is the students of ten grade at MAN 9 Jakarta. The samples of this research was grade ten consisting 66 students of MAN 9 Jakarta, which is taken from the population by using cluster random sampling technique. The students are divided into two classes, 33 in experimental class and 33 in control class. The students of experimental class were taught by using Picture Story Book while the control class were taught without Picture Story Book. And the data which were gathered were analyzed by using SPSS 22 based independent sample T-Test.

This research consist of two variables Picture Story Book as independent variable, and the dependent variable in this research is reading comprehension

ability. The data here will be collected by giving test (posttest) which consist of 30 questions that will be taken from the try out instrument that has been analyzed by several test. Procedures of the research are:

- 1) **Planning:** In this part will contains the research questions, the preparing and establishing the research method and design. And literature review which is relate to the variables under research, formulating hypothesis, constructing blue prints and specifying the indicators of the variables and determining. The treatment is made by making the format of lesson plan by using picture story book as media for doing the activities of treatment at the experimental class and using conventional media for control class.
- 2) **Data Collecting:** The researcher gather the data from the experimental class and control class by giving posttest after treatment done in six times in every classes. The experimental class are given the treatment by using Picture story book and control class without picture story book.
- 3) **Data Analysis:** The requirements of normality and homogeneity have been acquired, T-Test is used to analyzed the data collecting from sample class.
- 4) **Reporting:** By following the formal format of writing and mechanism established by the institution (PSPBI FKIP) UIA in the form of the Thesis, the finding of the research are reported and written.

Finding and Discussion

Result of posttest in the form of descriptive statistics is as follows:

Table 1: Descriptive Statistic

		Experimental	Control
N	Valid	33	33
	Missing	0	0
Mean		88.12	70.21
Std. Error of Mean		1.494	1.753
Median		90.00	73.00
Mode		76 ^b	76
Std. Deviation		8.583	10.068
Variance		73.672	101.360
Kurtosis		-1.295	-894
Std. Error of Kurtosis		798	798
Range		24	34
Minimum		76	53
Maximum		100	87
Sum		2908	2317

Reading achievement that is got by the students of experimental class whom taught by using picture story book after doing the post-test is the lowest score is 76 and highest score is 100. While Reading achievement that is got by the students of control class whom taught by conventional media after doing the post-test is the lowest score is lowest score is 53 and higher 87. We can see the

data above, the students whom taught by using picture story book got higher score that the students whom taught by using text only.

The result of data analysis using SPSS 22 based on T-Test from the analysis applied to both Experimental and Control class data, the result can be seen as follows:

Table 2: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of Post Test	Equal variances assumed	1.077	.303	7.776	64	.000	17.909	2.303	13.308	22.510
	Equal variances not assumed			7.776	62.438	.000	17.909	2.303	13.306	22.512

From the analysis by T-Test, sig (2-tailed) value 0.000 is lower than < 0.05 , so H_a was accepted and H_0 was rejected. The value of Sig (2-tailed) means that there is significant differences between the average score of post-test of students in experimental class and control class. Therefore, it is conclude that there is significant effect of X variable on Y variable. The Research showed that $H_a =$ there is significant effect of X variable on Y variable is accepted. The treatment that is given by the researcher to the experimental class that using picture story book media on grade ten students' reading comprehension gave the significant effect. Therefore, the writer concludes that the treatment is succeed, to put in other words there is significant effect of using Picture Story Book on grade ten students' reading comprehension at MAN 9 Jakarta.

Research consider with the study about investigating the effect of using picture story book on grade ten students' reading comprehension. The significant effect of picture story book on grade ten students' reading comprehension at MAN 9 Jakarta are revealed because the sig (2-tailed). value 0.000 is lower than ($<$) 0.05, so H_0 is rejected and H_a is accepted.

This finding is verified from the research finding which was conducted by the previous researches. (Roslina, 2017) state that the students whom taught with picture story book are more active because the picture story book promote the students to know the meaning of the text. And the researcher find that the students perception of learn reading by using picture story book is positive. In her research, she found that the students' score before given treatment is 61.8 then after being taught by using picture book the students' score increase become 75.3. It means that picture story book gives a significant effect for the student reading ability.

Moreover, the students in this research perceived that they are motivated to learn English reading ability particularly. The findings of this study showed that students who were taught using Picture Story Book are more enthusiastic and got higher score reading comprehension in the class. It can be seen from the result of post-test scores the class that were given treatment by using Picture Story Book are higher than the students who were taught by using conventional media. It is caused by some factors such as:

First, by using Picture Story book students were attracted by the book's looks. The book has colorful pictures. It makes the students more interest to learn the book. Second easy words are written in the picture story book which makes the students can easier understand the meaning of words. The pictures on it tells what the story is about, therefor the students can understand the story when they see the picture.

The indication of the research that used Picture story book as media, the students of experimental class more interested and be more motivated in learning reading. And more engaged in discussion about the topic that they were gotten they also easier what the story is about by looking the pictures in the book. But in the control class the students more passive and were not interested, they looked not interested to read the long story because each story approximately has 3 till 4 pages with full of written text. The finding of this research are corresponding with the previous relevant research (Restanto, 2016)the students who become the participant of the study agree that learning by using picture book can help them to understand the moral value and the picture book can complete the way of delivering the materials and make the students receive the information easily.

As can be seen the result of previous result of (Lee, 2011) that picture story book makes the students gives the positive attitudes and students can really enjoy and also get the high degree of a sense of achievement. The students of experimental class got higher score than the control class in the post-test. The experimental class students also more active and they really enthusiastic when they were given the picture story book.

Finally, the expectations of the writer can be seen from the result. The treatment that use picture story book give better result for the writer than the treatment that did not use it. Picture story book was proven to be effective making the students more engaged in the class activities.

Conclusion

Using picture story book as media has been investigated by the writer in this research at MAN 9 Jakarta. The students are helped to understand the reading material. Picture story book can help the students guessing about the story and picture story book has easy words which can make the students can understand the words easily. Meanwhile the picture story book has eye catching appearance which can make the students more interested in learning reading by using picture story book. The progress of grade ten students' reading comprehension ability at MAN 9 Jakarta in the academic year 2019/2020 has increase because of the use of picture story book as support media, it give

significant effect on it. The data analysis tells that the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted.

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