

**THE EFFECT OF USING PICTURE BOOK IN TEACHING
READING COMPREHENSION TO THE EIGHT GRADE
STUDENTS OF SMP NEGERI 12 LANGSA**

THESIS

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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)

ZAWIYAH COT KALA LANGSA

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STATEMENT OF APPROVAL

**THE EFFECT OF USING PICTURE BOOK IN TEACHING
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ABSTRACT

WINDA MULIA, The Effect of Using Picture Book in Teaching Reading Comprehension to The Eight Grade Students of SMP Negeri 12 Langsa.

Thesis. Tarbiyah and Teacher Training Faculty. Institute Agama Islam Negeri (IAIN) Zawiyah Cot Kala Langsa, 2015. The objectives of this study were (1) To know is there any effect teaching reading comprehension by using picture book (2) How students ability in learning reading comprehension by using picture book. Reading is one of skill in learning English that very important to learn. Reading for the students is a bridge to understand scientific books they have to read. The purpose learning reading comprehension is students have to know how identify the purpose or information in the text that they read with easy understand. In this research, the writer using picture book in teaching reading comprehension. Picture book is a book that have illustration and words usually complement readers can understand the story or text by looking illustration and words with same time. Students will get imagination by using picture in the process learning reading comprehension. The writer have purpose in this research, that are: to find out the effect of using picture book and to know students ability in learning reading comprehension with using picture book to the eight grade students of SMPN 12 Langsa. The writer want to make this research significance for many people in theoretically for researcher, students and practically for teacher and school. This research have two variables. That are dependent variable is reading comprehension and independent variable is picture book. In this research, the writer will find many kinds method of the research, one of research that researcher use in this research is quantitative method with quasi experimental. Experimental study is a systematic research, logic and careful in make control of the condition. The writer took place SMPN 12 Langsa, it is located in Matang Kitan street in kampong Baro. The time is spent by the writer to do this research about 2 (two) weeks from 15 May until 29 May 2015 with two meetings in one weeks. The population in this research is all of eight grade students of SMPN 12 Langsa. Eight grade students of SMPN 12 Langsa have 127 students of four classes. In this research the writer took two classes by using sample random sampling. The writer took VII. 1 for experimental class and VII.2 for control class. Both classes have 33 and 30 students for each class. In all of students are 63 students as the representative of test. The instrument of this research was test. The responses enabling the tester to assign the testes numerals. The writer will give students test to know how students ability. we will see score of pre test and post test, all of score pre test and post test from experimental class an control class. The researcher collecting data by using test that researcher give to students. Based on the result, the writer fond that t calculation higher than t table or $3,63 > 1,671$. Thus there are have the effect and significance of picture book in teaching reading comprehension.

Key words: Reading comprehension, Picture book

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ABSTRACT

Reading is one of important skill in learning English to find the meaning of the story or text. Many students do not know to get main idea of the text that they read. In this research, the writer use picture book in learning reading comprehension. The writer want to know is there any effect teaching reading comprehension by using picture book and how students ability in teaching reading comprehension to the eight grade students of SMPN 12 Langsa. This research has purpose to find out the effect of using picture book in teaching reading comprehension and students ability in teaching reading comprehension. This research have two variables, that are dependent variable is reading comprehension and independent variable is picture book. This research use quantitative method with using quasi experimental, the writer took place in SMPN 12 Langsa and took two classes that are: VIII.1 as experiment class and VIII.2 as control class consist 30-33 students. The instrument that use in this research was test. Based on the result, the writer found that t calculation higher than t table or $3,63 > 1,671$. Thus, there have the effect and significance of picture book in teaching reading comprehension.

Key words: Reading comprehension, Picture book

CHAPTER 1

INTRODUCTION

A. The Background of the Study

English as an international language has an important role in this modern world. English functions both to absorb and exchange information, science, and technology in international communication. English is an important role in this globalization era. The Indonesian government has decided to include english as one of the subject in the national curriculum. Declaration of english as international language in the world make a fact that we must get that language. English is not only an international language but also english a modern language that make around people in the world must learn english language.

In order to achieve the competence especially in the english subject. students must be able to master of the four skills (reading, writing, speaking, and listening). One of important skills to master in learning english is reading. F. Dubin explained the meaning of reading as “ reading is primarily a cognitive process which means that the brain does most of the work. Reading is a multidimensional process that involves eyes, ears, the mouth and most importantly the brain.¹ In learning reading will get the process to find the meaning of the text. In achievement the whole meaning of a reading text, the students should understand word by word. In foreign language reading has important,

¹F. Dubin, D.E. Eskey and W. Grabbe. *Teaching secound Language Reading for academic purpose*. California: Edison-wesley publishing company, 1986.P.71

because very helpful to open students knowledge to get many information in the world.

Teachers must be have new variation in teaching reading English. Teacher must refresh students brain in teaching and learning reading process that make students active in the class.

The process to get information of the text is to get problems and know what the meaning of the text. In reading comprehension can help the students futher to master the reading skill through scanning, skiming and finding the main idea of the text, which is acquired in reading. The students use them knowledge to know immediately whether the answer to each question is right to workcorrectly and understand the mistakes when studying.

Based on the observation, the writer has found some problems when giving reading materials for the students. Students problems are students in SMPN 12 Langsa still difficult to get information of the text, students not interest in learning reading and students feel boring when they learning reading. However, students should knows what the media in teaching reading that can help students more easy to understand and interest in learning reading.

Reading comprehension includes the aspect of finding main idea of the text and other information either implicit or explicit in the text. Reading also involves varous activities in the class room. After reading, sometimes the students should write a summary about what they have read. In this case, it is important to

apply teaching and learning strategy that able to help them to develop their reading achievement as well as integrated language skill.

Picture books is the meaningful integration of illustrations, words, and design. Thus, in picture books, illustrations and words usually complement each other and readers often can understand the story by looking at the illustrations, reading the words in the same time.² It means that picture book is one of simple media that easy for students in learning reading.

Based on description above, the writer is interested in conducting a research entitled “*The Effect Of Using Picture Book in Teach Reading Comprehension To The Eight Grade Students Of Smp Negeri 12 Langsa*”.

B. The Problem of the Study

The problem of the study are as follows:

1. Is there any effect of using picture book in teaching reading comprehension?
2. How is the students reading ability after using picture book to the eight grade students?
3. How is the students reading ability without using picture book to the eight grade students?

²Culham, R and Coutu, R. *Using Picture Bookks to Teaching Writing with Traits Scholastic*. new york, 2008.

C. The Purpose of the Study

The purpose of the study are as follows:

1. To find out the effect of using picture book in teaching reading comprehension.
2. To know the students reading ability after using picture book to the eight grade students
3. To know the students reading ability without using picture book to the eight grade students

D. The Significance of the Study

The writer expects that the result of the study can be useful theoretically and practically:

1. Theoretically

a. For students

This study can provide knowledge and create intrinsic motivation of students to achieve success.

b. For researcher

The researchers to increase the knowledge and experience in performing research.

2. Practically

a. For teacher

The result of this study can be used by the teacher as an alternative technique in teaching reading comprehension.

b. For school

The result of this study can become an input materials in planning development pattern of teacher through training or upgrading in improving the quality of education.

E. Hypothesis

Based on theoretical framework the researcher conducts these hypotheses

Ha: There is an effect of using picture book in teaching reading comprehension to student's ability in understanding meaning.

Ho : There is no effect of using picture book in teaching reading comprehension to student's ability in understanding meaning.

F. Terminology

1. Reading comprehension

Reading Comprehension According to Elizabeth reading is the process of constructing meaning from print and from other symbol. Reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and thir past experience.³

Comprehension is understanding the meaning of what is the read from the print, illustration, layout and design.

According to Hornby in Lusiana reading comprehension means reading with the power of understanding of the ptinted symbols.⁴ Beside that Burns said

³Elizabeth. *Developing Literacy: Assessment and Teaching*. China: Sue Hill, 2008.p.2

⁴Horenby. *Some Problems in Teaching Reading Comprehension*. Palembang, 2007.p.10

that Reading Comprehension is a reading thinking activity as such relies for its success could upon the level of intelligence of the reader, his or he speed of thinking and ability to detect relationship it means that a student could not be desperate with his or her own intelligence in comprehending the reading material. That thing caused everyone have different level in doing it and they have different level in doing it and they have different ways in understanding the material, the thinking activity is very need.

2. Picture book

Picturebooks successfully combining the imagery and the symbolic, the iconic and the conventional, have achieved something that no other literary form has mastered.⁵ References to illustrations in this research study are not made to those found in texts or basal readers, but to illustrations found in commercially produced children's picture books. The particular type of illustrations that are referred to in this research are the type that play an essential function within the book in which the pictures are found. These include "books in which the story depends on the interaction between written text and image and where both have been created with a conscious aesthetic intention". Picture books are those books in which the illustrations are as important as the text in the creation of meaning sometimes even important.

⁵Nicolajev, M. and Scott. *the dynamics of picture book communication. children's literature in education*. 2000.p.20

⁶Arizpe, E , and Stles, M. *Chidren reading pictures: Interpreting visual texts*. London, 2003.p.10