

THE EFFECT OF USING PICTURE STORY BOOK TO INCREASE STUDENTS' READING COMPREHENSION IN CLASS 10 SMA NEGERI 1 TONDANO

NI LUH PARWATI, NIHTA V. F. LIANDO, TIRZA A. KUMAYAS

***Faculty of Languages and Arts
Universitas Negeri Manado***

Correspondence author: nihtaliando@unima.ca.id

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ABSTRACT: The goal from these learn was to investigate whether picture story book can increase reading comprehension or not. The course in this study were 30 students from Classroom 10 Science2 in SMA Negeri 1 Tondano. This type of research was quantitative with Experimental design with pre-test and post-test design. Data obtained from pre-test and post-test is collected using multiple choice and essay test consisting of 20 items. With the number of multiple choice questions 10 numbers and 10 number essays. The results of this study showed that there was a significant achievement between pre-test and post-test. The highest score obtained by students on the pre-test is 60 and the highest score obtained by students on the post-test is 90. It can be concluded that the used of picture story book can increase students' reading comprehension. English teachers are advised to use picture story book at SMA Negeri 1 Tondano because using picture story book can increase students' reading comprehension.

Keywords: *Picture Story Book, Reading Comprehension, Picture, Increasing*

INTRODUCTION

Education is the most important part of human life (Paranduk et al, 2021). Education is expected to be able to form learners who can develop their attitudes, skills and intellectual intelligence in order to become intelligent human beings (Kandati & Tatipang, 2021). English is a subject that has an important role in school, because English is an international language. Indonesia has already adopted English as a communication tool to strengthen its relationship with other countries (Liendo, 2009). Through language one can convey his message, feelings, thoughts, and experiences to others. English proficiency can be improved through learning

activities in school and outside of school by taking courses (Maru et al, 2018). Given the important role of language English, it is expected that teachers can apply learning media that can attract students to learn. The purpose of English subjects is to improve the ability to communicate learners both orally and in writing. Learning language English covers 4 skill namely, reading, speaking, listening and writing. One of the language skills that become an important competency for learners in life is reading (Liando, 2012).

The first skill in language is reading. Reading is one type from writing language skills, which are receptive (Karisi et al, 2021). It is called receptive because by reading one will get information on new knowledge and experiences (Tatipang et al, 2021). Everything gained through that reading will allow the person to be able to heighten his thinking power, sharpen his gaze, and expand his horizons. So by reading one can search and obtain information, covering the content and understanding the reading.

The creativity of teachers is also very necessary in teaching one of them is the use of learning media (Hampp et al, 2021). Because however, at this time of education seems to be very necessary to be helped by learning media so that the teaching and learning process can take place effectively. Therefore, visual learning media in reading learning to make it easier for learners one of them can use picture story books (Lengkoan et al, 2019). Picture story book media is an intermediary or medium for students in the form of media whose story content has beauty and enjoyment, and was equipped with interesting, funny, and fun images so that students become fond and happy to read. Media plays a very important role in the process of teaching and learning activities because image media can facilitate understanding and strength then memory.

RESEARCH METHOD

This study is classified as quantitative study because that used numbers or statistics. The type of study that was used is pre-experimental research. In experimental research was used pre-test and post-test design. Pre-test was a test that was given to students before the trial treatment was given to students or before the material to find out the student's learning achievement.

While the post test was a test that was given after the material to see if student achievement can improve.

This research was conducted in class 10 at SMA N 1 Tondano, which was located at Jl.Gn.Agung Rinegetan, Tondano Bar, Minahasa Regency, North Sulawesi in the even semester of 2021/2022. The sample of this research was the students in class 10 science 2, which consisted of 30 students.

The instrument was used to given to students in class 10 at SMA N 1 Tondano to evaluate the achievement of students' reading comprehension. Respondents given answers on the question sheet to be given after the material and after reading a short picture story. To assess the test is given an assessment of 1-100. Data was collected through pre-test and post-test in the shape of student worksheets (LKS) for see and compare scores on test 1 and test 2. Data analysis techniques used two tests: Normality test and paired t-test samples

The Normality test is useful for determining data that has been collected in normal distribution or taken from a normal population. According to (Widiyanto, 2013: 35), paired t-test samples are one of the testing methods used to assess the effectiveness of handling, characterized by a difference in the average before and average after given treatment.

FINDINGS

The writer used quantitative research through Experimental design with one group pre-test and post-test. The writer used pre-test and post-test to evaluate the student in one class. Pre-test is the test that given to the students before treatment. Post-test was the test that given to the students after treatment or after teaching them by using picture story book. The sample of this research consist of 30 students. The obtained data from pre-test and post-test was collected used multiple choice and essay examine which consisted of 20 items. With the number of multiple choice questions 10 numbers and 10 number essays. Finally, the data were presented into the table below:

Table 1. The score of students in pre-test (T1) and post-test (T2)

NO	Number of Students	Score	
		Pre-test (T1)	Post-test (T2)
1	Chantika Husin	58	89
2	Rahma S. Djafar	59	80
3	Zaskia Bagou	54	82
4	Marlo Mailangkay	48	75
5	Bellatriks Mamuaya	60	90
6	Beverly Nayoan	48	75
7	Surya Kaluku	40	78
8	Tinangon Star	53	83
9	Chaelcie Tumonggor	56	85
10	Jonathan Sambouw	54	79
11	Fadillah Alinti	59	84
12	Fausan Hamidin	50	86
13	Injilinna Ngantung	52	82
14	Kristania Dikromo	60	90
15	Kayla Pombaile	46	81
16	Ramdhani's Revelation	49	79
17	Christifa Karundeng	53	84
18	Karen Kumontoy	57	90
19	Moh. Alvian	54	88
20	Muh. Reza	48	80
21	Nabila Saleh	55	78
22	Reivana Pontoh	59	90
23	Revalina Regar	60	82
24	Romezia Runtukahu	58	80
25	Intercession of Arsy	50	81
26	Ursya Jahidji	58	84
27	Nurhayati Ngahu	49	83
28	Syalomita Mamahit	57	86

29	Rangga Lumantouw	54	80
30	Nathania Sengkey	48	76

Table 2. Pre-test Normality Test (T1) and Post-test (T2) Results Data

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
PRETEST	.120	30	.200*	.931	30	.052
POSTEST	.092	30	.200*	.950	30	.168

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on normal distributed data decision making when:

1. If the significance value >0.05 , then the research data was distributed normally
2. If the significance value <0.05 then the research data was not normally distributed.

Based on the pre-test and post-test tables above, it can be resume that the data was distributed normally due to the pre-test significance value of 0.052 where it has been >0.05 and the post-test signification value is 0.168. where it has been >0.05 and both data above are distributed normally.

Paired Samples Statistics

Paired Samples Test

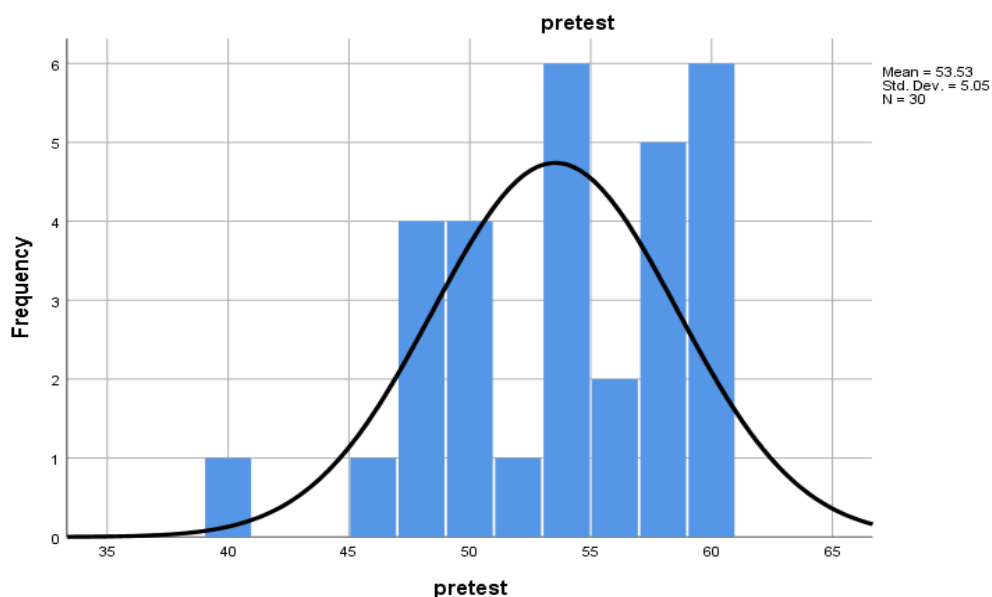
	Paired Differences						
				95% Confidence Interval of the			

	Mean	Std.Deviation	Std. Error Mean	Difference		T	Df	Sig.(- tailed)
				Lower	Upper			
Pair 1								
Pre-test	-	4.23233	.77271	-	-	-37.703	29	.000
Post-test	29.13333			30.71371	27.55295			

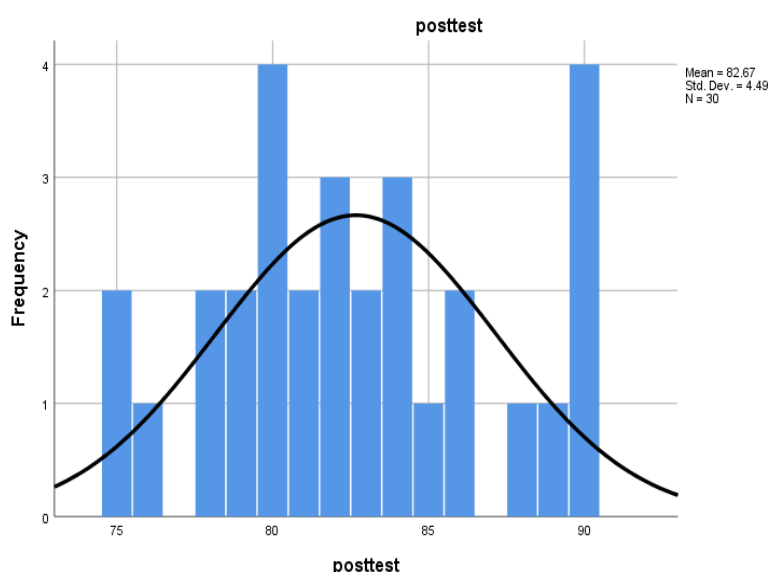
Based on the table above, it can be concluded that the analysis of SPSS output:

Obtained a significance value (2-tailed) of 0.000 the value was smaller than 0.05 then the conclusion was that there was a difference productivity of significance amongst before treatment and after treatment.

Pre-test Histogram (T1)



Histogram Post-Test (T2)



DISCUSSION

Based on the results of survey obtained showed that post-test (T2) results are higher than pre-test results (T2). In the pre-test score, the highest score achieved by students was a score of 60. While the highest value in the post-test (T2) is a value of 90. Based on the results of the pre-test showed that students' reading comprehension was still low compared to post-test results after handling using picture story book. The authors have explained that there are several theories related to this study. Tarigan (1995: 209) argues that the option of images should get precise, attractive and could excite students to learn. Interesting image media, will attract the attention of students and make students give an initial response to the learning process. The image media used in learning will be remembered longer by students because of its concrete and non-abstract form.

From the output of the data analysis there was a significant achievement where the value in the post-test was higher than the value in the pre-test before being given treatment. Based on the above explanation, the writer assumes that picture story book can be an interesting tool to use as an alternative way of improving understanding of the problem students. It can be concluded that the used of picture story book can increase students' reading comprehension.

CONCLUSION

Based on data from research conducted at SMA Negeri 1 Tondano, the writer concluded that the use of picture book can increase students' reading comprehension. The value of post-test results is higher than the value at the time of pre-test. The highest pre-test score is 60 and the highest post-test value is 90. The results of the pre-test and post-test normality test results obtained pre-test results of 0,052 and post-test of 0,168, both data were usually distributed because $>0,05$. While in the paired sample test the productivity between before and after treatment was significant because the significance percentage (2-tailed) was 0,000, the value was smaller than 0,05. On the paired sample test data can be declared significant if the test result $<0,05$. From the overall results obtained, it can be concluded that the use of picture story book are very influential because it can increase students reading comprehension.

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