

THE EFFECT OF PICTURE STORIES ON THE STUDENTS' READING COMPREHENSION AT MTs. TELADAN GEBANG

Submitted to the Faculty of Tarbiyah and Teaching Training UINSU Medan as a Partial Fulfilment of the Requirement for the Degree of Sarjana Pendidikan

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## STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN
2022


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## SURAT PENGESAHAN

Skripsi yang berjudul : The Effect of Picture Stories on The Students' Reading Comprehension at Mts. Teladan Gebang oleh Ade Sinta, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal

## 17 Februari 2022 <br> 16 Rajab 1443 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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AssalamualaikumWr.Wb.
Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. Ade Sinta yang berjudul:
"THE EFFECT OF PICTURE STORIES ON THE STUDENTS' READING COMPREHENSION AT MTs. TELADAN GEBANG",maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syaratsyarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. Wassalamualaikum Wr.Wb


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## GEBANG

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 25 Februari 2022
Yang Membuat Pernyataan


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#### Abstract

Ade Sinta. Registration Number: 0304173170. The Effect of Picture Stories on The Students' Reading Comprehension at MTs. Teladan Gebang. A Thesis, English Education Department, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, 2022.

This research aims to find out whether the Picture Stories has an effect in students' reading comprehension at eighth grade of MTs. Teladan Gebang. This research uses the quantitative research method (quasi-experimental research). The population of this research was the eighth grade of SMP MTs. Teladan Gebang. There were seven classes in the eighth grade and the researcher took two classes for the sample. There were 27 students for the experimental class and there were also 27 students for the control class. The instrument for collecting the data in this research was tested in the multiple-choice form. Before conducting the treatment, the researcher gave a pre-test and a post-test. In treatment, students in the experimental class were taught by using Picture Stories and students in the control class were taught by only text. The experimental class got improvement as much as 43,7 points (pre-test=35.19 while post-test=78.89). The picture stories media has a effect on the students' reading comprehension. The result of the independent samples test shows that the $\mathrm{t}_{\text {value }}$ is 5,063 while the t table was $1,659(\mathrm{t}$ value $>\mathrm{t}$ table, $5,063>1.659$ ). Therefore, $\mathrm{H}_{\mathrm{a}}$ is accepted and $\mathrm{H}_{0}$ is rejected. So, it can be concluded that there is effect in the students' reading comprehension who taught by the picture stories media at eighth grade of MTs. Teladan Gebang.


Keywords: Picture Stories, Reading Comprehension

## ACKNOWLEDGEMENT



All Praises and Gratitude to Allah, the Almighty of the world, for giving me the strength, motivation, and guidance especially in completing this thesis entitled: "The Effect of Picture Story on The Students' Reading Comprehension at MTs. Teladan Gebang". To our Prophet Muhammad SAW, peace and blessing be upon. Writing this thesis aims to complete the final project in English Education Department, State Islamic University of North Sumatra Medan. at English Department, Tarbiyah and Teaching Faculty in State Islamic University of North Sumatera.

The completion of this thesis as an obligation to be in receipt of bachelor degree at English Department of Faculty of Tarbiyah Science and Teachers' Training, State Islamic University of North Sumatera (UINSU Medan), I was supported by beloved people. This thesis could have not been accomplished without their guidance, suggestion, support, advice, and comment. So, I would like to express her sincere appreciation directed to:

1. My beloved parents and family who always works hard for me to continue my study into the university.
2. Prof. Dr. Syahrin Harahap, MA. The rector of State Islamic University, North Sumatera.
3. Dr. Mardianto, M.Pd. Dean of Tarbiyah and Teacher Training Faculty in State Islamic University of North Sumatera.
4. Yani Lubis, S.Ag, M.Hum. as the kind and humble head of English Education Department in State Islamic University of North Sumatera.
5. Dr. H. Syaukani M.Ed, A.dm as the first advisor of the writer, I would like to say a deeply thank you for your guidance, your
knowledge and your patience in guide me and Maryati Salmiah, M.hum as the second advisor she teach me how to be a patience and detail person in conducting this thesis, thanks for all your patience and knowledge.
6. All the lecturer and staff in State Islamic University of North Sumatera Medan.
7. My classmates of PBI 5 we were start a new journey since 2017.
8. Indra Sabiis, S.Ag, M.M as the Headmaster of MTs. Teladan Gebang and as the English teacher there that had allowed me to do a research in the school.
9. My friends Adilia Pradila, Elvita Yusnida, and Zanjabila Masri.

As the last words, Irealize that this paper is far from imperfection. However, I am thankful a great pleasure for me to receive critics and suggestions in improving this research to make it better in the future. This thesis hopefully will have the advantages for people.

Medan, 25 February 2022


Ade Sinta
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## CHAPTER I

## INTRODUCTION

## A. Background of The Study

English is an international language. In Indonesia, English is a foreign language. Indonesian students learn English from elementary school, junior high school, senior high school, and university. There are four skills that should be mastered by students, such as listening, speaking, reading, and writing in learning English. One of the English skills is reading. Someone's success in learning is supported by his willingness to read.

Reading is one of the language skills which is very important to be learned because reading is one of the way to get knowledge that usefull for everyone. Ransom defines reading as a conversation between the writer and the reader. According to Williams, reading is someone's process to get information and understanding of the text ${ }^{1}$. It means that reading is the readers' way to receive meaning from the writer. Reading the text can get information and knowledge that useful for the reader. According to Scanlon et al., reading is a process that needs analysis, coordination, and interpretation from many sources of information. ${ }^{2}$ It means that reading is an analyzing process that involves many sources of information.

Mecullough and Tinker M.A in their book teaching Elementary reading said that Comprehension is connected with the understanding of the meaning of words in sentences, between sentences in paragraphs, paragraphs in large

[^0]whole. ${ }^{3}$ Reading is not only a few sentences but involves all the text in the story. It is started with words, sentences, paragraphs, and the entire content of the reading. The understanding of the meanings between them is still interconnected. So, to get a good understanding the reader should read focused and slowly.

The students need to mastering reading skills because it can develop students' knowledge, through reading gets a lot of information, enjoyments, and even problem solutions. Besides that, reading has numerous advantages in life. Many students are not interest in learning reading. The students' reason is they can not understand the meaning of the story. Reading is a difficult skill for most people. ${ }^{4}$ In learning reading comprehension of the text especially narrative text, the students need teaching media that are simple, easy, interesting, and enjoyable. Herman stated that narrative text is used to amuse or entertain the readers with actual or imaginary experiences in different ways. ${ }^{5}$ Narrative text is a type of text that tells a story, including fiction and nonfiction. It is an interesting story and it can make the readers enjoy it.

Teaching reading comprehension is not easy, but the teacher have to make the students have good reading comprehension skills. The teacher is not only teaching to read but reading to learn. Brown said that teaching is helping someone to learn how to do something, give information, guide in learning something,

[^1]provide knowledge and help to know or understand. ${ }^{6}$ It means that teaching is the way to guiding the students to keep learning. Besides that, teaching material to students, the teacher needs to facilities such as teaching media.

One of the interesting teaching media that can be used is picture stories. According to Sudjana and Rivai, picture story media in the teaching and learning process can develop learning interest and create an appreciation for the reader. Furthermore, Novianti and Syaichudin stated that picture story media has simple and clear characteristics which make it easy for students to learn. ${ }^{7}$ From the statements, by using picture story the teacher can give motivation for the students to increase students' willingness to read and make it easier for them to understand the content of the story.

Based on the interview with the English teacher of MTs. Teladan Gebang, the teacher said that some problems, such as the students do not know how to pronounce the words well, the students have difficulty in memorizing vocabulary, the students have difficulty in understanding the meaning of the text, the students are not enthusiastic about learning reading, lack of facilities for the learning process and the teacher only uses teacher's book as a media in teaching reading especially narrative text.

The suitable media is needed to evolve students' ability in Reading Comprehension. Picture story media is one of the teaching media that aims to make it easier to understand the stories with images that are seen rather than just

[^2]imagined. This is a media that can make the students' interest to read a story and students will more easily to understand the contents of the story. Furthermore, this media can increase students' enthusiasm to develop reading skills. It can be said that this media can provides the joyful for the students. This media is expected to have a positive impact on the development of the students' reading skills.

The researcher used picture stories as a teaching media on the students' reading comprehension. Based on a competence-based and KTSP picture media can help the students to improve their English skills in the learning process. ${ }^{8}$ Reading is a difficult skill to mastering. The teacher can use images as one of the media in teaching reading comprehension and make the students easily understand the story. The research by Jusmini in Thesis in title Using Picture Stories to Improve Students' Reading Comprehension of the First Year of Senior High School 1 Bungoro, the researcher concluded that using picture stories is an effective and interesting strategy in teaching reading especially in reading narrative text.

Therefore, The researcher conducted the research to find the effect of picture stories on the students' reading comprehension.

## B. Identification of the Problem

Based on the background of the study above, the identification of the study are:

1. The students were difficult to understand the meaning of the text.

[^3]2. The students had low motivation to learning English especially reading.
3. The teacher used less variation of media in teaching reading.
4. The teacher used the teacher's book in teaching reading.

## C. Formulation of The Study

Based on the identification of the study, so the formulation of the study is: Is there any effect of applying picture stories on the students' reading comprehension at MTs.Teladan Gebang?"

## D. Objective of the Study

The objective of the study is to investigate picture stories have an effect on the students' reading comprehension at MTs.Teladan Gebang.

## E. Limitation Of The Study

This research is focused on the reading comprehension of narrative text by using picture stories. This research is conducted in grade eight of MTs.Teladan Gebang.

## F. Significance of The Study

The results of this study are expected to provide below.
a. For Students

The result of this study is useful for the students to be more excited in learning reading comprehension by using picture stories.
b. For English Teachers

The result of this study is useful for English teachers such as using picture stories in teaching reading comprehension. The purpose is to make exciting learning activities and to develop English teachers’ skills, especially in teaching and learning reading comprehension.
c. For School

This research is expected to give a contribution to the school to know the media in teaching reading comprehension.
d. For other Researchers

The result of the study is useful to the other researchers to conduct the research with the same theme in teaching reading comprehension. This study can be beneficial as a reference for conducting research on the same topic.

## CHAPTER II

## REVIEW OF LITERATURE

## A. Review of Literature

Review of literature is aimed to support the idea of this research, some theories and information are explained. It is very important to discuss so the reader will get the point clearly.

## 1. The Concept of Reading

## a. Definition of Reading

Reading is an activity that people often do. When the eye sees the text, we will read the text naturally. Besides that, the people read announcements, news in the newspaper, storybooks and act based on needs or what they want to know. Reading is one of the important skills in the language. The students must be good readers to get more information and increase the knowledge that can be useful. A good reader is not only reading the text but also comprehends the text. The students have to always practiceto improve their reading skills.

According to Harmer, reading is the way for the people to find the meaning of the text that they read. ${ }^{9}$ According to Nunan, reading is getting information from writing and connecting the information with the knowledge that we have to get the meaning of what has been

[^4]read. ${ }^{10}$ The information that we get from reading the text must be sorted and mixed with our knowledge to find the best meaning. According to Kosak, reading is the skill to find messages, recognize written symbols, understand the meaning of the text, and find information from a text. ${ }^{11}$

Reading is the process to find the meaning of the text by a reader. The people can find information and knowledge from the text that they read. Reading comprehension is the ability that someone has, so he can understand the main ideas, important details, and all the materials he reads. ${ }^{12}$

## b. The Purpose of Reading

There are some purposes of reading according to William Grabe and Fredicka L. Stoller.

1. Reading to search for simple information and reading to skim

Reading to search for simple information and reading to skim aims no different. Both of them the same to find information by finding words or important information contained in the text.

## 2. Reading to learn from texts

Reading to learn from texts is usually in an academic context. Someone needs a lot of information and remembers the ideas contained in the text. To conclude that the information is related to the knowledge the reader has with the information from the text.

[^5]3. Reading to integrate information, write, and critique texts

Reading to integrate information, write, and critique texts aim to integrate information from several sources. This reading skill needs evaluations of the information that we read, and then what and how to integrate the information for reading purposes.
4. Reading for general comprehension

Reading for general comprehension is the basic goal of reading and supports other reading goals. For fluent readers reading comprehension will occur quickly or automatically. But for ordinary people or novice readers comprehension will be obtained through the process. ${ }^{13}$

## c. The Types of Reading

According to Kosak, there are 3 types of reading :

1. Skimming.

Skimming is reading a text quickly without reading word by word to get general information.
2. Scanning.

Scanning is reading a text from the first to finish to find specific information.

[^6]
## 3. Close reading.

Close reading is read and understand the meaning of the words which are expressed but also the connotative meaning of the language that is implied. ${ }^{14}$

## 2. Concept of Reading Comprehension

## a. Definition of Reading Comprehension

The students must understand the text that they read. Reading is related to writing. According to Chatherine and Chair reading comprehension is a process to construct meaning that involves writing. ${ }^{15}$ The students can get a comprehension of the text depending on the students' abilities to understand the words contained in writing, for example, stories. If there are words in the stories that are difficult to understand then it can interfere with the understanding that will be obtained.

Reading comprehension is a skill used to find information or form ideas from what has been read. ${ }^{16}$ In comprehend the text, the students must use their ability, knowledge and, experience so as to get a better understanding.

According to Vauhan and Linan, reading comprehension includes:

1. Using knowledge and experience to comprehending the text.

[^7]2. Know the purpose of the text
3. Using the skills and strategies that they have to find out the meaning during and after reading.
4. Match the strategy with the purpose of the reader and the text.
5. Know the author's purpose
6. Know the difference between fact and opinion in the text.
7. Make logical conclusions. ${ }^{17}$

Comprehension needs three elements. They are :

1. The reader who is doing the comprehending.
2. The text that is to be comprehended.
3. The activity in which comprehension is a part. ${ }^{18}$

## b. The Levels of Reading Comprehension

There are some levels of reading comprehension. According to Mahmoud, there are three levels :

1. Literal reading is the ability to understand the words, meanings, and characters so that they are able to follow directions.
2. Aesthetic reading is the ability to comprehend the artistic style and quality of what is being read thoroughly.

[^8]3. Critical Reading is understanding the content of the reading so that it is able to make factual differences between general ideas, facts, and opinion. ${ }^{19}$

## 3. The Type of Text

According to Christie and Misson, Text is a collection of words or sentences that are arranged to create a single whole. When writing the text, there are rules based on the type of the text so that make the text is good and easy to understand by the readers.

The type of English text is divided into several texts. According to Emilia, they are:
a. Recount

The text retells stories that have passed, be it personal experiences or others.
b. Descriptive text

The text that describes or gives information about something or someone.
c. Report

The text gives information briefly and clearly.
d. Narrative

The text tells about life, social and cultural values, or to entertain the reader.

[^9]e. Procedure

The text tells about how to do something according to the rules.
f. Exposition

The text expresses an opinion on an issue.
g. Discussion

The text presents arguments to support and against an issue being discussed.
h. Explanation

The text gives ideas about something that can happen.
i. News item

The text tells the events that are happening around us and the people involved in the events. ${ }^{20}$
4. Concept of Narrative Text
a. Definition of Narrative Text

Narrative text is a story told in the past. Duke and Kays said that narrative text is often easier to understand because they are focusing on the people, their actions and motivations. ${ }^{21}$ It means that arrative text is a text that tells about the people's life, real experience, and has a purpose According to Daulay, the function of narrative text is to entertain and deal with the real problems experienced in other

[^10]ways. ${ }^{22}$ The reader can imagine the problems and the storyline in the text so it can be carried away by the story from the writer.

The verses about that also had explained in the Al-Qur'an QS. Yusuf: 111 :


The meaning: "There is a lesson in the stories of such people for those who understand. This revelation is no fabrication: it is a confirmation of the truth of what was sent before it; an explanation of everything;a a guide and a blessing for those who believe". ${ }^{23}$ (QS. Yusuf: 111)

From the verse above, it can be seen that every story that has passed has a message and lesson that can be taken.

## b. Generic Structure of Narrative Text

## 1. Orientation

Orientation is the introduction of the text. Orientation includes time and place set up, what the text talks about in general, and introduce the participants or characters.
2. Complication

Complication talk about what happens with the participants.
The complication is exploring the conflict in the story.
3. Evaluation

[^11]Evaluation is usually combined with complications. In addition, evaluation is used by the author to provide comments on an event, and also provide insight to the reader about what is in an incident.
4. Resolution

Resolution shows the situation in which the problems have been resolved. It means is the end of the conflict, succeed or fail.

## 5. Coda

Coda is the lessons from a story ${ }^{24}$

## c. Types of Narrative Text

In general, narratives are imaginative, although there are some factual. Emilia divided into some types, they are :

1. Legend

Legend is a story about human activities felt by writers and readers that happened in history. Some define it as folklore. For example: Malin Kundang, Keong Mas, Timun Mas.
2. Fable

Fables are short stories that contain moral messages through animal characters who talk and do something. For example: thirsty crow, The Monkey in Lion's Skin, The Greedy dog.

[^12]
## 3. Fairy tale

Fairy tales are story involves princes, princesses, fairies, goblins. Fairy tales are folklore class. For example: Rapunzel, Snow White, and Seven Dwarfs, Cinderella.
4. Humor

Humor is the stories that contain jokes that keep people entertained and laugh.
5. Romance

Romance is a story about love, lovers who deal with difficulties until the end for togetherness. ${ }^{25}$

## d. The Example of Narrative text

## The Ant and The Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

[^13]Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

## 5. The Concept of Media

## a. The Definition of Media

Learning process in the classroom, the teacher need media to help the students to understand the lesson. According Gerlach and Ely, media is the people, materials or events that can help the students to get knowledge or skills. ${ }^{26}$ So, the books, teachers, and school environment are media.

Beside that, Gagne and Briggs said that learning media to deliver physical lesson include tape recorders, cassettes, videos, films, slides, photos, pictures, graphics, television and computers. ${ }^{27}$ With the others word, media is learning sources that contain learning materials are used to support the learning process.

## b. The Types of Media

There are some types of learning media. They are :

1. Print media.
2. Audio visual Media.
3. Computer-based Media
[^14]
## 4. Combination of print and computer Media. ${ }^{28}$

One of the types of media is print media. Print media is the way to share the material, such as book and visual material through a printing process or photographic. ${ }^{29}$ The group of print media include text, graphics, photos, and picture. So picture stories are included in the visual material.

## c. The Function of Media.

Levie and Lentz show the function of visual media. They are:

1. Attention function.

The visual media is to attract the students' attention to focus on the learning process.
2. Affective function.

The visual media can make the students enjoy in learning process. For example by picture stories.
3. Cognitive function.

The visual media can help the students to understanding the information in the picture.
4. Compensatory function.

The visual media can help the weak students in understanding the text. ${ }^{30}$

## 6. The concept of Picture Story

[^15]
## a. The definition of picture story

The lack of interest in reading and the difficulty of students understanding texts require teachers to use media to make it easier and attract students' attention. According to Wright music, pictures, furniture, objects, and colors can make students interested in learning. ${ }^{31}$ In the learning process, the students need something fun. Both teachers choose pictures in teaching and learning process. A picture story is a series of pictures with text to give information.

The verses about that also had explained in the Al-Qur'an QS. Al-Baqarah: 31
 إنْ كُنْمُمْ صَدِقِيْنَ The meaning : He taught Adam all the names [of things], then He showed them to the angels and said, 'Tell me the names of these if you truly [think you can] ${ }^{32}$ (QS. Al-Baqarah: 31)

The verse tells about the privilege of humans because they can know the names of objects. The humans see the real objects, so they will be easier to understand the object without imagining it because it is clear. When we read the text with picture, it will be easier for us to understand the contents of the text.

According to Sudjana and Rivai, picture story media in the teaching and learning process can develop learning interest and create

[^16]an appreciation for the reader. ${ }^{33}$ It means that the picture stories are interesting and easy to comprehend so it can help the teachers in the teaching and learning process.

Picture Stories relates with the Hadith below :


The meaning :"from Jabir, he said : we sat beside our Prophet Muhammad SAW, he made a line on the ground with his finger like this and said,"this is the way of Allah." Then he drew two lines to the right of the previous lines and two lines more to the left, and said,"these lines are the lines of the devil." Then he put his hand on the line in the middle, and read this verse:"and (we command) this is the true way, so follow him and do not follow the other ways. Because, it will scatter you from His way. That is Allah has commanded you so that you may become pious." (HR.Ahmad) ${ }^{34}$

Based on the hadith, the prophet Muhammad SAW made the lines as the media of the image to give an understanding to his friends about the ways of the devil to deflect the human from the true ways ( the ways of Allah). Picture is used to provide an understanding to the students so it can become clearer.

According to Calhoun, the use of images is a stimulus in teaching reading and writing. ${ }^{35}$ It means that when there is writing that

[^17]is presented along with the picture it can attract the attention of children to read and comprehend the text.

According to Pan and Pan, Riyadi, and Jalilehvand, visuals with text have positive effects on reading comprehension. The researches' results when the pictures were presented with the text, the students' performance would be increasing. ${ }^{36}$

## b. The Advantages and Disadvantages of Picture Story

## 1. The advantages

In Sabnawati Thesis the advantages of using the picture as follow :

1. Pictures are interesting

The use of pictures can increase students' creativity. Interesting pictures will make the class and learning process more enjoyable.
2. Pictures are econimical

Pictures are easier to get, for example from magazines, newspapers, books, the internet, or you can draw your own as needed.
3. Pictures are effective

[^18]Pictures can be representing real situations, but in another way, namely by seeing and imagining the pictures. ${ }^{37}$

## 2. The Disadvantages

According to Roslina in Subnawati Thesis the disadvantages of picture stories are seen at the fifth meeting in the class the use of picture stories to teach reading skills can make students bored too. It would be better if interspersed with the other media. The use of picture stories should also be used to teach other skills such as speaking, writing, and listening. ${ }^{38}$

## c. The Example of Picture Stories.

## The Ant and The Dove

| One hot day, an ant was searching for s <br> some time, she came had to climb up a b up, she slipped and drowned if a dove up | some water. After walking around for e to a spring. To reach the spring, she lade of grass. While making her way fell into the water. She could have a nearby tree had not seen her. |
| :---: | :---: |
| Seeing that the ant was in trouble, the dove quickly plucked off a leaf and <br> dropped it into the water near the struggling ant. | The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. |

[^19]| Just at that time, a hunter nearby was <br> throwing out his net towards the dove, hoping to trap it. | Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. |
| :---: | :---: |
| The dove was quick to fly away to safety. |  |

## B. Conceptual Framwork

Reading is the process to get information from the text. Reading comprehension is the ability to comprehend the text to get more information. The students usually think that reading is difficult for them because they can not comprehend the text that they read. The students are lazy to practice and they are not interested to read the text. One of the reasons is boring because they are difficult to comprehend the text.

The teacher needs to try media in teaching the reading comprehension process to stimulate the students. An example is a picture story in teaching reading narrative text. The media can make the students enjoy when learning reading comprehension. The researcher's aim is to find out the effect of picture stories on the students' reading comprehension in narrative text. The research use picture stories as a treatment in the experimental class. The
control class is not using picture stories. After the treatment, the researcher takes a test to know achievement in reading narrative text. Finally, the researcher knows the effect after being taught by using picture stories.


## C. Related Study

In conducting this study, the researcher has the relevant research with previous studies. Some studies are explaining as follows :

1. A thesis entitled, Using Picture Stories To Improve Students Reading Comprehension Of The First Year Of Senior High School 1 Bungoro by Jusmini. ${ }^{39}$

This research has aimed to know whether using picture stories is effective in improving students' reading comprehension especially in reading narrative text at the first years' students of SMA Negeri 1 Bungoro and to find out whether using picture stories was effective to improve

[^20]students' reading comprehension. The study used quasi Experimental Design with a Non equivalent Control Group Design by using purposive sampling. The sample of the study was 40 students. X MIPA 6 consisted of 20 students as the experimental class and X MIPA 1 consisted of 20 students as the controlled class. Based on the research result, the conclusion was teaching reading comprehension by using picture stories can improve the reading skills of the first-year students of SMA Negeri 1 Bungoro. It is seen by the increase in the mean score of the experimental class that was 36 in the pre-test and 80.25 in the post-test.
2. A thesis entitled, Improving Students' Reading Comprehension Through Picture Stories For The Sixth Grade In Sd N Delegan 3 Prambanan In The Academic Year Of 2010/2011 by Elita Meidyawati Ken Utami. ${ }^{40}$

This research has aimed to find out how picture stories can improve the reading comprehension of the sixth-grade students in SD N Delegan 3 Prambanan in the academic year of 2010/2011. This study used qualitative research. There are 17 students in the sixth grade. They are 8 girls and 9 boys. Based on the research result, the conclusion was teaching reading comprehension by using picture stories can improve reading comprehension. It might be known from the pre-test and post-test results. The pre-test average score was 59 and for the post-test was 87.6. In other words, picture stories can be as a problem solving for learning

[^21]the students‘ reading comprehension for the sixth grade in SD N Delegan 3 Prambanan in the academic year of 2010/2011.

## D. Research Hypothesis

The hypothesis of this study can be formulated as :
$\boldsymbol{H}_{\boldsymbol{a}}=$ There is the effect of using Picture Stories on the students' reading comprehension at MTs.Teladan Gebang.
$\boldsymbol{H}_{\mathbf{0}}=$ There is no the effect of using Picture Stories on the students' reading comprehension at MTs.Teladan Gebang.

## CHAPTER III

## RESEARCH METHODOLOGY

In this chapter, the researcher presents the methodology which used in this research. The methodology of this research consists of Method and Research Design, Place and Time of The Research, Population and Sample, Definition Operational, Instrument of Research, and Technique of Data Analysis. Each of the items presented in the discussion below.

## A. Place and Time of The Research

This research was conducted at MTs.Teladan Gebang which is located on Jl. Sudirman No. 95 Pekan Gebang, Kecamatan Gebang, Kabupaten Langkat, Sumatera Utara 20857. This research was conducted in the first semester in academic year of 2021/2022 start from September to October.

The researcher chose this location because of two reasons. They are: 1) The school is not far from the researcher's house, 2) The students have difficulties to understanding the text.

## B. Population and Sample

1. Population

The population is a general area consisting of subjects or objects that have a quantity and characteristics to be studied. The object of research is something that used as research material. The subject of research is something in which the object of research is attached, such as
students, teachers, parents of students who have characteristics to be researched. ${ }^{41}$

The population of this research was all eight-grade students of MTs. Teladan Gebang 2021/2022, consisted of six classes. The number of the population is 201 students of which 27 students of VIII1, 27 students of VIII 2, 28 students of VIII 3, 30 students of VIII 4, 30 students at VIII 5, 32 students, VIII 6, 30 students and 27 students of VIII 7. So the population of this research consisted of 201 students.

Table 3.1 The population of research

| No | Class | Students |
| :---: | :---: | :---: |
| 1. | VIII 1 | 27 |
| 2. | VIII 2 | 27 |
| 3. | VIII 3 | 28 |
| 4. | VIII 4 | 30 |
| 5. | VIII 5 | 32 |
| 6. | VIII 6 | 30 |
| 7. | VIII 7 | 27 |
| Total |  | 201 |

${ }^{41}$ Indra Jaya, (2019), Penerapan Statistik Untuk Penelitian Pendidikan, Jakarta:

## 2. Sample

The sample is a portion of the population to be studied. Sampling occurs because the population is too large to be studied. ${ }^{42}$ The sample of this research consisted of 27 students in the VIII1 class (experimental class) and 27 students in the VIII2 class (controlled class).

Table 3.2 The sample of research

| No | Class | Students |  |
| :---: | :---: | :---: | :---: |
| 1. | VIII 1 | 27 | Experimental class |
| 2. | VIII 2 | 27 | Controll class |

## C. Research Design

Research is the process of systematically investigating something based on the rules to finding or exploring a theory or event. This study used quantitative research method with two variables. The design of this study was experimental which used two classes the first was experimental class and the second was controlled class. Experimental class and controlled class taught based on the lesson plan. Only the students in the experimental class taught by using picture stories during the reading process as the treatment of the study. The data are occupied from pre-test and post-test scores. The design of experimental and controlled class as follows:

Table 3.3 the design of research

| Group | Step I | Step II | Step III |
| :--- | :--- | :--- | :--- |
| Experimental | Pre test | Picture story treatment | Post test |
| Controll | Pre test | Non picture story | Post test |

## D. Definition of Operational Variable

Variable is the essential things to be researched. There are two variables of this study as an independent and dependent variables.

1. Independent variable in this study using picture Stories in teaching reading. It is used to know the effect of picture stories on students' reading comprehension.
2. The dependent variable is the students' reading comprehension.

## E. Instrument of The Research

The instrument in this research used to find the data. In this research, the researcher used a test to collect the data. The instrument of this research consisted of 10 multiple-choice questions. The scores calculated with this formula :

Student's Score : $\frac{\text { The Correct Answer }}{\text { The Number of Question }} \times 100$

Table 3.4 StandartAchieve :

| Criteria | Score |
| :---: | :---: |
| Exellent | $91-100$ |
| Very good | $81-90$ |
| Good | $71-80$ |
| Poor | $61-70$ |
| Failure | $>60$ |

## F. Validity and Reliability

According to Syaukani, the instrument can be said as a valid one if that instrument can measure what should be measured. ${ }^{43}$ It means that To measure students' reading ability in this study, the test must be valid. The researcher uses the formula from Perason in Suharsimi Arikunto ${ }^{44}$ :

$$
\begin{aligned}
& \mathrm{r}_{\mathrm{xy}}=\frac{\sum x y}{\sqrt{\left(\sum \mathrm{x}^{2}\right)\left(\sum \mathrm{y}^{2}\right)}} \\
& \mathrm{X}=\mathrm{x}-\bar{x} \\
& \mathrm{Y}=\mathrm{y}-\bar{y} \\
& \mathrm{X}=\text { Average } \mathrm{x} \\
& \mathrm{Y}=\text { Average } \mathrm{y}
\end{aligned}
$$

[^22]According to Syaukani, the instrument is said to be reliable if the instrument can be consistent with the measured results. So the test is reliable or has not been marked with consistent results even though it is used at another time. ${ }^{45}$ The researcher used the Spearman-Brown formula ${ }^{46}$ :

$$
\begin{array}{ll}
\mathrm{r}_{11} & =\frac{2 x r_{1 / 21 / 2}}{\left(1+r_{1 / 21 / 2}\right)} \\
\mathrm{r}_{11} & =\text { instrument reliability } \\
\mathrm{r}_{1 / 21 / 2} \quad & =\mathrm{r}_{\mathrm{xy}}
\end{array}
$$

## G. Technique of Collecting Data

## 1. Pre-Test

The pre-test is the way to know the students' ability to comprehend the story before they receive the treatment. The pre-test was conducted to know whether both classes are homogeneous in their reading comprehension ability.

## 2. Treatment

After the students finish the pre-test, the researcher gave the treatment for the experimental class. In the experimental class, the researcher used picture stories on the learning process and the control class taught without picture stories.

## 3. Post-Test

After the researcher gave the treatment, the researcher gave the test to the students namely post-test. The researcher conducted post test to find

[^23]the difference between the experimental class and controlled class. The post-test used to know the effect of their reading comprehension skills after receiving the treatment.

## H. Technique of Analyzing Data

The worksheet of pre-test and post-test that are already finished by the students, so the research gave the scores for them by using the answer keys which has been prepared by the researcher. The process of analyzing the data begin after the researcher finish collecting students' worksheet including pretest and post-test. The researcher used SPSS 25 software in analyzing the data. The aim of analyzing data is to know the effect of picture stories on the students' reading comprehension.

After the data are collected, so it analyzed by using the procedure as follow :

## 1. Normality test

The researcher used the normality test to measure whether the data obtained from the test have normally distributed. The normality test used Lilifors test. After getting $L_{o}$ it contrasted to $L_{t} \alpha=0,05$. The characteristic of Lilifors test is :
a. If $L_{o}(\mathrm{~L}$-observed $)<L_{t}(\mathrm{~L}$-Table $)=$ Data is normal.
b. If $L_{o}(\mathrm{~L}$-observed $)>L_{t}(\mathrm{~L}$-Table $)=$ Data is not normal.

## 2. Homogenity test

The researcher used homogenity test to measure whether the data obtained is homogeneous or not. The homogenity test was used Levene
test. After getting $F_{o}$ it contrasted to $F_{t} \alpha=0,05$. The characteristic of Levene test is:
a. $\quad L_{o}(\mathrm{~L}$-observed $)<L_{t}(\mathrm{~L}$-Table $)=$ Data is homogeneous.
b. If $L_{o}(\mathrm{~L}$-observed $)>L_{t}(\mathrm{~L}$-Table $)=$ Data is not homogeneous.

## 3. Hypothesis test

The researcher used $\mathrm{t}_{\text {-test }}$ to measure whether there is the difference between using picture stories and without picture stories.
$\mathrm{T}_{\text {-test }}$ is used to know whether the null and alternative hypothesis is accepted or rejected. The criteria are:
a. If $\mathrm{t}_{0}>\mathrm{t}_{\text {table }}$, the alternative hypothesis $\left(\mathrm{H}_{\mathrm{a}}\right)$ is accepted and null hypothesis is rejected. It means that it has the effect on the students' reading comprehension between students who are taught by picture stories and who are taught by using only text.
b. If $\mathrm{t}_{0}<\mathrm{t}_{\text {table }}$, the alternative hypothesis $\left(\mathrm{H}_{\mathrm{a}}\right)$ is rejected and null hypothesis $\left(H_{o}\right)$ is accepted. It means that it has not the an effect on the students' reading comprehension between students who are taught by picture stories and who are taught by using only text.

## CHAPTER IV

## RESEARCH FINDINGS AND DISCUSSION

This chapter contains findings included data description and analysis of the data ( normality test, homogenity test, $\mathrm{t}_{\text {-test }}$ and hypothesis test), and discussion.

## A. Findings

## 1. Data Description

The researcher obtained the data from both experimental class (VIII1) and control class (VIII-2). The result showed that there were two different data. The researcher used pre-test and post-test to both experimental class (taught by picture story media) and control class ( only text ) to obtained the data. The pre-tests in both classes were given before the researcher conducting the treatment to the students. The researcher gave the pre-test in both classes in the first meeting. Then, after the researcher has done the treatment, the researcher gave a post-test to the students at the end of the meeting.
a. Experimental class

Figure 4.1
Pre-Test of Experimental Class


From the pre-test of the experiment class, the research collected the score was needed. The score of pre-test showed that 4 students got the lowest score. It was 10 from 100 in the pre-test. Then, there was also a student who got the highest score. It was 70 from 100 in the pre-test. From the result of the test, the researcher got the mean of the pre-test was 35,19 .

Figure 4.2
Post-Test of Experimental Class


From the post-test of the experiment class, the researcher collected the score was needed. The score of post-test showed that a student got the lowest score. It was 50 from 100 in the post-test. Then, there was also 4 students who got the highest score. It was 100 from 100 in the post-test. From the result of the test, the researcher got the mean of the post-test was 78,89.

## b. Control Class

figure 4.3

## Pre-Test of Control Class



From the pre $t$-test of the control class, the research collected the score was needed. The score of pre-test showed that 3 students got the lowest score. It was 10 from 100 in the pre-test. Then, there was also a student who got the highest score. It was 60 from 100 in the pre-test. From the result of the test, the researcher got the mean of the pre-test was 29,63 .

Figure 4.4
Post-Test of Control Class


From the post-test of the control class, the research collected the score was needed. The score of post-test showed that 4 students got the lowest score. It was 20 from 100 in the post-test. Then, there was also a students who got the highest score. It was 70 from 100 in the post-test. From the result of the test, the researcher got the mean of the post-test was 41,85.

## 2. Analysis of Data

## a. Normality Test

Shapiro-Wilk was used to test normality because the researcher used a small sample or sample less than 50 samples.

Table 4.1
Test of Normality

Tests of Normality

|  | Kelmogorov-Smirnov ${ }^{\text {a }}$ ( ${ }^{\text {Tests }}$ |  |  | Shapiro-Wilk |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre-Test Experiment (Picture Story) | ,145 | 27 | ,152 | ,939 | 27 | ,115 |
| Post-Test Experiment (Picture Story) | ,160 | 27 | ,073 | ,928 | 27 | ,061 |
| Pre-Test Control (Without Picture) | ,181 | 27 | ,024 | ,931 | 27 | ,075 |
| Post-Test Control (Without Picture) | ,144 | 27 | ,161 | ,933 | 27 | ,082 |

a. Lilliefors Significance Correction

1) Normality Test of Experimental Class

Based on the result of the normality test by using SPSS 25 in the experimental and control class, it could be seen in the table above. The researcher got the data of pre-test experimental class by
using Shapiro-Wilk. The researcher got $r_{\text {value }} 0,115, r_{\text {value }}>r_{\text {table }}($ $0,115>0,05)$. It meant that the score of the pre-test in the experimental class was normally distributed. Then, the researcher got the data of post-test experimental class by using Shapiro-Wilk. The researcher got $r_{\text {value }} 0,061, r_{\text {value }}>r_{\text {table }}(0,061>0,05)$. It meant that the score of the post-test in the experimental class was normally distributed.

## 2) Normality Test of Control Class

The researcher got the data of pre-test control class by using Shapiro-Wilk. The researcher got $r_{\text {value }} 0,074, r_{\text {value }}>r_{\text {table }}(0,074>$ $0,05)$. It meant that the score of the pre-test in the control class was normally distributed. Then, The researcher got the data of post-test control class by using Shapiro-Wilk. The researcher got $\mathrm{r}_{\text {value }} 0,082$, $r_{\text {value }}>r_{\text {table }}(0,082>0,05)$. It meant that the score of the post-test in the control class was normally distributed.

## b. Homogenity Test

After testing the normality test, the researcher continued to test the homegenity. It would be calculated by using SPSS 25 to know while the data variance of post-test (experimental class and control class) would be homogeneous.

1) Experimental Class

In this calculation, the researcher used Levene statistic test. If $\mathrm{p}>0,05$, the variance data of post-test experimental class would be
homogeneous. The result of test homogenity of variance could be seen in the table below :

Table 4.2

## Test of Homogeneity of Variances

## Test of Homogeneity of Variances

|  |  | Levene <br> Statistic | df1 | df2 | Sig. |
| :--- | :--- | ---: | ---: | ---: | ---: |
| Students <br> Score | Based on Mean | 1,576 | 1 | 52 | , 215 |
|  | Based on Median | 1,338 | 1 | 52 | , 253 |
|  | Based on Median and <br> with adjusted df | 1,338 | 1 | 50,740 | , 253 |
|  | Based on trimmed mean | 1,656 | 1 | 52 | , 204 |

Based on the table above, the significance (sig.) based on mean was 0,215 . It meant that $0,215>0,05$. So, it could be concluded that the data variance of post-test experimental class was homogeneous.
2) Control Class

In this calculation, the researcher used Levene statistic test. If $\mathrm{p}>0,05$, the variance data of post-test experimental class would be homogeneous. The result of test homogenity of variance could be seen in the table below :

Table 4.3

## Test of Homogeneity of Variances

## Test of Homogeneity of Variances

|  |  | Levene <br> Statistic | df1 | df2 | Sig. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Students | Based on Mean | ,678 | 1 | 52 | ,414 |
| Score | Based on Median | ,435 | 1 | 52 | ,512 |


| Based on Median <br> and with adjusted <br> df | , 435 | 1 | 51,523 | , 512 |
| :--- | ---: | ---: | ---: | ---: |
| Based on trimmed <br> mean | , 590 | 1 | 52 | , 446 |

Based on the table above, the significance (sig.) based on mean was 0,414 . It meant that $0,414>0,05$. So, it could be concluded that the data variance of post-test control class was homogeneous.
c. T-test

After calculating the normality test and homogenity test and gained the result that show the data was normally distributed and homogeneous, the researcher measured the t -test by using SPSS 25 to find out the significant difference between narrative text taught by using Picture stories and taught by using text. To measure the data, the researcher used an independent sample $t$-test while if the result of sig. (2-tailed) < 0,05, so, there was a significant difference between the result of the study in the experimental class and control class.

Independent Samples Test

|  |  | Levene's Test for Equality of Variances |  | t-test for Equality of Means |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | F | Sig. | t | df | Sig. (2-tailed) | MeanDifference | Std. Error <br> Difference | 95\% Confidence Interval of the Difference |  |
|  |  | Lower |  |  |  |  |  |  | Upper |
| pretest dan posttest | Equal variances assumed |  | 21.770 | . 000 | 5.063 | 106 | . 000 | 21.29630 | 4.20668 | 12.95615 | 29.63644 |
|  | Equal variances not assumed |  |  | 5.063 | 82.263 | . 000 | 21.29630 | 4.20668 | 12.92828 | 29.66431 |

Based on the $t$-test result, it showed that the result of sig. (2tailed) was 0,000 . It meant that $0,000<0,05$. So, it could be concluded that there was not a significant difference between the result of the study in the experimental class and control class.

Table 4.5

## Paired Samples Test

|  |  | Mean | Std. Deviation | Paired Differences |  |  | t | df | Sig. (2-tailed) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Std. ErrorMean |  | $95 \%$ Confidence Interval of the Difference |  |  |  |  |
|  |  | Lower |  | Upper |  |  |  |
| Pair 1 | Pre-Test Experiment (PS) - Post-Test Experiment (PS) |  | -43,704 | 25,442 | 4,896 | -53,768 | -33,639 | -8,926 | 26 | ,000 |
| Pair 2 | Pre-Test Control (WP) -Post-Test Control (WP) | -12,222 | 16,946 | 3,261 | -18,926 | -5,518 | $-3,748$ | 26 | , 001 |

Then, the researcher would find out whether picture stories was affective toword students' reading comprehension or not. The researcher used paired sample t -test. If the result of sig (2-tailed) <0,05. It meant that there was significant difference. Based on the result of paired sample test it showed that the result of $\operatorname{sig}(2$-tailed) was 0,000 . It meant that sig. (2-tailed) $0,000<0,05$. It meant that there was significant difference. It could be concluded that the picture stories is effective toward students' reading comprehension.

## d. Hypothesis Test

To know the answer of the research question : "Is there any effect of applying picture stories on the students' reading comprehension at MTs.Teladan Gebang?", the researcher tests the hypothesis with criteria as follow :
a. $\quad H_{a}$ is accepted if $t_{0}>t_{\text {tabel }}$ or if the sig.(2-tailed) $<0,05$.
b. $\mathrm{H}_{0}$ is accepted if $\mathrm{t}_{0}<\mathrm{t}_{\text {tabel }}$ or if the sig.(2-tailed) $>0,05$
$H_{a}$ : There is the effect of using Picture Stories on the students' reading comprehension at MTs.Teladan Gebang.
$\mathrm{H}_{0}$ : There is no the effect of using Picture Stories on the students' reading comprehension at MTs.Teladan Gebang.

Based on the $t$-test result of post-test in both experimental class and control class, it could be found that the sig. (2-tailed) is $0,000<0,05$. Therefore, Ha is accepted which means that picture story is effective on the students' reading comprehension at MTs. Teladan Gebang.

## B. Discussion

The researcher have done three steps to collect the data. The first step was distributed pre-test to the students. Then, the researcher applied the treatment by using picture stories media in experimental class and without picture stories (only text) in controll class. The last step was post-test. The researcher gave posttest to the students to know the effect after treatment.

On the findings above, it indicated that there was an effect of Picture Stories on the students' reading comprehension at eighth grade of MTs. Teladan Gebang. The results of the research was supported by Jusmini's thesis in title Using Picture Stories To Improve Students Reading Comprehension Of The First Year Of Senior High School 1 Bungoro. ${ }^{47}$ The results of her research showed that there was an effect of picture stories in teaching reading comprehension and it can improve the students' reading skill.

This research was supported by Elita's thesis in title Improving Students' Reading Comprehension Through Pictured-Stories For The Sixth Grade In Sd N

[^24]Delegan 3 Prambanan. ${ }^{48}$ The result of her research showed that there was improvement in the students' reading comprehension after the treatment by using picture stories. The diffence between this research and my research was this research use qualitative research in nature. One of the steps was interview with the students so the research also found that picture stories could make the students love to learn English especially reading, help the students to find the meaning of the vocabularies, and comprehend the story easily.

In conclusion, it was proven that there was an effect on the students' reading comprehension at eighth grade of MTs. Teladan Gebang taught by using Picture Stories and there was no significant difference on the students' reading comprehension at eighth grade of MTs. Teladan Gebang taught without Picture Stories (only texts).

[^25]
## CHAPTER V

## CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestion of the result in using picture stories on the students'reading comprehension.

## A. Conclusion

After conducting the research and based on the result of the tests, the researcher found that there was effect of using picture stories on the students' students' reading comprehension at eight grade of MTs. Teladan Gebang. The result shows that the $\mathrm{t}_{\text {value }}$ is 5,063 while the $\mathrm{t}_{\text {table }}$ was 1,659 ( $\mathrm{t}_{\text {value }}>\mathrm{t}_{\text {table }}$, $5,063>1,659)$. Therefore $H_{a}$ is accepted and $H_{0}$ is rejected. So it can be concluded that was an effect of using picture stories on the students' students' reading comprehension at eight grade of MTs. Teladan Gebang.

## B. Suggestion

Based on the conclusion of the research, the researcher serves some suggestions as follow:

1. The English teacher should find a creative media to teaching reading comprehension. Many media can be used by the teachers. One of them is picture stories. The teachers are recommended to use picture stories to teaching reading comprehension. It was found that it is effective on the students' reading comprehension.
2. The school should facilitate the English learning, includes time, media, and situation to gain students' concentration.
3. The other researchers that interested in conducting the research related to this study can use picture stories as variable of their study. They can conduct the research in the different level of the students, eith bigger sample, or another in order to measure the effect of picture stories on the students' reading comprehension.

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## APPENDICES

## APPENDIX 1

## LESSON PLAN

## (Experimental Group)

School Name
: MTs. Teladan Gebang
Subject
: English
Class
: VIII-1
Time Allocation
: $\mathbf{2} \times 40$ minutes
Meeting to
: I and II

## Material

## : Narrative Text

## I. MAIN COMPETENCE

KI-1 : Respecting and appreciating the religion he believes.
KI-2: Respecting and appreciating the honest, discipline, and responsibility behavior (tolerance, mutual help) being polite, confident in interacting effectively with the social and natural environment within the reach of relationship and existence.
KI-3: Understanding and applying the knowledge (factual, conceptual and procedural) based on his curiosity about science, technology, art, culture, related to phenomena and events appear to be real.

KI-4: Processing, presenting, and reasoning in the realm of concrete (using, analyzing, creating and modifying) and abstract domains (writing, reading, calculating, drawing, and composing) related to what learned at school and other sources assame as the theoretical of view.

## II. STANDARD COMPETENCE

Understanding the meaning of picture story in Narrative Text.
III. BASIC COMPETENCE AND ACHIEVEMENT INDICATORS

## Basic Competence

1.1 Being thankful of the opportunity learning English as the international language of communication manifested in the spirit of learning.
2.3 Showing the honest behavior, discipline, responsible, care, (mutual cooperation, cooperation, tolerant, peace) polite, responsive and proactive as part of problem solving in interacting effectively with the social environment and nature and put one self as the nation reflection in the world association.
3.14 Analyzing social function, text structure, and language feature in narrative text.
4.18 Grasping the meaning of spoken and written narrative text, by paying attention to social function, text structure, and language feature.

## Indicators of Competence Achievement

1.1.1 Students are able to be thankful of the opportunity learning English as the international language of communication manifested in the spirit of learning.
2.3.1 Showing the responsible behavior, care, cooperation and loving the peace, to do functional communication.
3.14.1 Students understand and mention the definition of narrative text.
3.14.2 Students know the information about narrative text.
3.14.3 Students answer the question about narrative text.

## IV. LEARNING OBJECTIVES

1. Students understand and mention the definition of narrative text.
2. Students know the information about narrative text.
3. Students answer the question about narrative text.

## V. LEARNING MATERIALS

1. The Definition of Narrative Text

Narrative text is a text is written to entertain people, tells about life, real experience, contains fiction and nonfiction story.
2. The Purpose of The Text.

To amuse or entertain the readers with a story.
3. Generic Structure of Narrative Text
a. Orientation : time and place the story happened and introduce the participants and characters.
b. Complication : tells about the conflict that happened with participants.
c. Resulution : the problem is resolve, success ( happy ending) or fail (sad ending).
d. Coda : the lesson of the story.
4. Language features
a. Using past tense. E.g : we went to the school.
b. Using time connectives and conjunctions. E.g. then, before that, soon, and etc.
c. Using adverbs and adverbial phrases to show the place of event. E.g. here, in the mountain, happily ever after, and etc
d. Using verbs in past tense. E.g. said, made, and etc.
e. Using saying verbs, e.g. said, told and thinking verbs, feeling verbs, verbs of senses, e.g. thought, understood, felt, and etc.
f. Adjectives that form a noun phrase, e.g. clean white house, four yellow bananas, and etc.
g. Noun as pronoun, stepsisters, housework, and etc.

Example :
The Ant and The Dove

One hot day, an ant was searching for some water. After walking around for
 some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not seen her.

| Seeing that the ant was in trouble, the dove quickly plucked off a leaf and <br> dropped it into the water near the struggling ant. | The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. |
| :---: | :---: |
| Just at that time, a hunter nearby was <br> throwing out his net towards the dove, hoping to trap it. | Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. |
| The dove was quick to fly away to safety. |  |

## Choose either A, B, C or D as the correct answer !

1. What does the text tell us about?
a. The ant swim in the river.
c. The ant and the dove.
b. The dove on the tree.
d. The hunter and the dove
2. Which statement is True according to the text ?
a. The dove saved the ant's life.
c. The dove can not hear the ant.
b. The ant did not call the dove.
d. The ant did not say thank you.
3. What the important lesson can be taken from the text ?
a. Don't be lazy.
c. Keep telling the truth.
b. Supporting each other.
d. Helping each other is the best way in life.

## VI. LEARNING METHODS

Group Strategy

## VII. LEARNING MEDIA, TOOLS, SOURCE

Learning media : paper about picture story of Narrative text.
Tools : whiteboard and eraser
Lesson source : English Think Globally Act Locally

## VIII. LEARNING ACTIVITIES

## Pre-test

The students are given pre-test before getting treatment. The test is answer the question of multiple choices.

Meeting I

| No. | Stages | Teacher's activities | Students' activities | Time |
| :---: | :---: | :---: | :---: | :---: |
| 1. | Introduction activity | 1. Greetings, ask the students to take prayer and check the presence of the students. <br> 2. Doing introduction <br> 3. Telling the material to be discussed. <br> 4. Telling the objectives of learning today. | 1. Greetings, take a prayer, and answer the students. <br> 2. Doing <br> short introduction. <br> 3. Listen to the explanation from the teacher. | 10 minutes |
| 2. | Coda activity | 1. Tell the material about narrative text consist the definition, the purpose, generic structure, and learning features. <br> 2. Give the example of narrative text. <br> 3. Devide the students into some groups. <br> 4. Ask the groups to identified the example of picture story narrative text that given by the teacher. <br> 5. Ask the students to comprehend the example of narrative text. | 1. Pay attention to the teacher's explanation. <br> 2. The students seat on groups <br> 3. The students read the example of narrative text. <br> 4. The students comprehend the examples of picture story narrative text. | $\begin{gathered} 60 \\ \text { minutes } \end{gathered}$ |


| 3. | Closing activity |  | Give chance to the students to ask about narrative text. <br> Summarize the material that have been discussed. <br> Close with greetings. | 1. Ask about narrative text. <br> 2. Pay attention to the teachers explanation. <br> 3. Answer the greetings. | $\begin{gathered} 10 \\ \text { minutes } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |

Meeting II

| No. | Stages | Teacher's activities | Students' activities | Time |
| :---: | :---: | :---: | :---: | :---: |
| 1. | Introduction activity | 1. Greetings, ask the students to take prayer and check the presence of the students. <br> 2. Doing introduction. <br> 3. Telling the material to be discussed. <br> 4. Telling the objectives of learning today. | 1. Greetings, take a prayer, and answer the students. <br> 2. Doing introduction. <br> 3. Listen to explanation from the teacher. | 10 minutes |
| 2. | Coda activity | 1. Devide the students into some groups. <br> 2. The teacher reviewed the previous lesson. <br> 3. Ask the students to read the story. <br> 4. Give the post-test to the students. <br> 5. Ask the students to collect the paper. | 1. The students seat on groups. <br> 2. Pay attention to the teachers explanation. <br> 3. Read the picture stories.. <br> 4. Do the test from the teacher. <br> 5. The students collect the paper. | $\begin{gathered} 60 \\ \text { minutes } \end{gathered}$ |
| 3. | Closing activity | 4. Give chance to the students to ask. <br> 5. Summarize the material that have been discussed. <br> 6. Close with greetings. | 1. Ask about narrative text. <br> 2. Pay attention to the teachers explanation. <br> 3. Answer the greetings. |  |

## Assesment

1. Technique of assesment : test
2. Form of instrument : assesmentof the written test is multiple choice.

Students score : $\frac{\text { the number of correct answer }}{\text { maximal score }} \times 100$

## APPENDIX II

## LESSON PLAN

## (Control Group)

School Name
Subject
Class
Time Allocation
Meeting to

## Material

: MTs. Teladan Gebang
: English
: VIII-2
: $2 \times 40$ minutes
: I and II
: Narrative Text

## I. MAIN COMPETENCE

KI-1 : Respecting and appreciating the religion he believes.
KI-2: Respecting and appreciating the honest, discipline, and responsibility behavior (tolerance, mutual help) being polite, confident in interacting effectively with the social and natural environment within the reach of relationship and existence.

KI-3: Understanding and applying the knowledge (factual, conceptual and procedural) based on his curiosity about science, technology, art, culture, related to phenomena and events appear to be real.

KI-4: Processing, presenting, and reasoning in the realm of concrete (using, analyzing, creating and modifying) and abstract domains (writing, reading, calculating, drawing, and composing) related to what learned at school and other sources assame as the theoretical of view.

## i. STANDARD COMPETENCE

Understanding the meaning of picture story in Narrative Text.

## ii. BASIC COMPETENCE AND ACHIEVEMENT INDICATORS

## Basic Competence

1.1 Being thankful of the opportunity learning English as the international language of communication manifested in the spirit of learning.
2.3 Showing the honest behavior, discipline, responsible, care, (mutual cooperation, cooperation, tolerant, peace) polite, responsive and proactive as part of problem solving in interacting effectively with the
social environment and nature and put one self as the nation reflection in the world association.
3.14 Analyzing social function, text structure, and language feature in narrative text.
4.18 Grasping the meaning of spoken and written narrative text, by paying attention to social function, text structure, and language feature.

## Indicators of Competence Achievement

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3.14.1 Students understand and mention the definition of narrative text.
3.14.2 Students know the information about narrative text.
3.14.3 Students answer the question about narrative text.

## iii. LEARNING OBJECTIVES

1. Students understand and mention the definition of narrative text.
2. Students know the information about narrative text.
3. Students answer the question about narrative text.

## iv. LEARNING MATERIALS

1. The Definition of Narrative Text

Narrative text is a text is written to entertain people, tells about life, real experience, contains fiction and nonfiction story.
2. The Purpose of The Text.

To amuse or entertain the readers with a story.
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a. Orientation : time and place the story happened and introduce the participants and characters.
b. Complication : tells about the conflict that happened with participants.
c. Resulution : the problem is resolve, success ( happy ending) or fail (sad ending).
d. Coda : the lesson of the story.
4. Language features
a. Using past tense. E.g : we went to the school.
b. Using time connectives and conjunctions. E.g. then, before that, soon, and etc.
c. Using adverbs and adverbial phrases to show the place of event. E.g. here, in the mountain, happily ever after, and etc
d. Using verbs in past tense. E.g. said, made, and etc.
e. Using saying verbs, e.g. said, told and thinking verbs, feeling verbs, verbs of senses, e.g. thought, understood, felt, and etc.
f. Adjectives that form a noun phrase, e.g. clean white house, four yellow bananas, and etc.
g. Noun as pronoun, stepsisters, housework, and etc.

Example :

## The Ant and The Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

## Choose either A, B, C or D as the correct answer !

1. What does the text tell us about?
a. The ant swim in the river.
c. The ant and the dove.
b. The dove on the tree.
d. The hunter and the dove
2. Which statement is True according to the text ?
a. The dove saved the ant's life. c. The dove can not hear the ant.
b. The ant did not call the dove. d. The ant did not say thank you.
3. What the important lesson can be taken from the text?
a. Don't be lazy.
c. Keep telling the truth.
b. Supporting each other.d. Helping each other is the best way in life.

## v. LEARNING METHODS

Conventional strategy

## vi. LEARNING MEDIA, TOOLS, SOURCE

Learning media : paper about narrative text.
Tools : whiteboard and eraser
Lesson source : English Think Globally Act Locally
vii. LEARNING ACTIVITIES

## Pre-test

The students are given pre-test before getting treatment. The test is answer the question of multiple choices.

Meeting I

| No. | Stages | Teacher's activities | Students' activities | Time |
| :---: | :---: | :---: | :---: | :---: |
| 1. | Introduction activity | 1. Greetings, ask the students to take prayer and check the presence of the students. <br> 2. Doing introduction. <br> 3. Telling the material to be discussed. <br> 4. Telling the objectives of learning today. | 1. Greetings, take a prayer, and answer the students. <br> 2. Doing <br> short introduction. <br> 3. Listen to the explanation from the teacher. | $\begin{gathered} 10 \\ \text { minutes } \end{gathered}$ |
| 2. | Coda activity | 1. Tell the material about narrative text consist the definition, the purpose, generic structure, and learning features. <br> 2. The teacher ask to students to read the text. <br> 3. Ask the students to find out the difficult words in the reading text and | 1. Pay attention to the teacher's explanation. <br> 2. Read the text. <br> 3. The students to find out the difficult words in the reading text and look for the meaning in the dictionary. | $\begin{gathered} 60 \\ \text { minutes } \end{gathered}$ |


|  |  | look for the meaning in <br> the dictionary. |  |  |
| :--- | :--- | :--- | :--- | :---: |
| 3. | Closing <br> activity | 1.Summarize the material <br> that have been <br> discussed. <br> 2. Close with greetings.1. Pay attention to the <br> 2. Answer the greetings. | Annestes |  |

Meeting II

| No. | Stages | Teacher's activities | Students' activities | Time |
| :---: | :---: | :---: | :---: | :---: |
| 1. | Introduction activity | 1. Greetings, ask the students to take prayer and check the presence of the students. <br> 2. Doing introduction. <br> 3. Telling the material to be discussed. <br> 4. Telling the objectives of learning today. | 1. Greetings, take a prayer, and answer the students. <br> 2. Doing short introduction. <br> 3. Listen to the explanation from the teacher. | $\begin{gathered} 10 \\ \text { minutes } \end{gathered}$ |
| 2. | Coda activity | 1. Devide the students into some groups. <br> 2. The teacher reviewed the previous lesson. <br> 3. Ask the students to read the story. <br> 4. Give the post-test to the students. <br> 5. Ask the students to collect the paper. | 1. The students seat on groups. <br> 2. Pay attention to the teachers explanation. <br> 3. Read the story. <br> 4. Do the test from the teacher. <br> 5. The students collect the paper. | $\begin{gathered} 60 \\ \text { minutes } \end{gathered}$ |
| 3. | Closing activity | 1. Summarize the material that have been discussed. <br> 2. Close with greetings. | 1. Pay attention to the teachers explanation. <br> 2. Answer the greetings. |  |

## Assesment

3. Technique of assesment : test
4. Form of instrument : assesmentof the written test is multiple choice.

Students score : $\frac{\text { the number of correct answer }}{\text { maximal score }} \times 100$

Researcher English Teacher

Ade Sinta
Wida Herlita, S.Pd

## APPENDIX III

## INSTRUMENT RESEARCH

PRE-TEST

## Choose either A, B, C or D as the correct answer !

The following text is for the question 1 to 4 .

## Thirsty Crow

It was a hot summer's day. A thirsty crow flew into a village searching for some water to drink. He flew over houses, fields , and trees but he could not find any water. After a long time, he came across a farm. Under one of the trees on the farm was a pot of water. There was very little water in the pot. The crow tried to reach the water but he was not able to do so as the neck of the pot was very narrow. Then he tried to push the pot down for the water to flow out but the pot was too heavy for him. The crow looked around. He saw some pebbles. An idea struck in his mind. He picked up the pebbles one by one and dropped them into the pot. After he dropped the pebbles into the pot, the water came up. Soon it was high enough for him to drink. He drank the water. He flew away happily.

1. What does the text tell us about?
A. A thirsty crow.
C. A crow dropped the pebbles into the pot.
B. A crow flew into a village. D. A crow flew happily.
2. How is the crow's character in the text ?
A. Arrogant.
C. Lazy.
B. Easy to give up.
D. Smart and hard work.
3. What did the crow do to be able to drink the water in the pot ?
A. Push the pot.
C. Dropped the pebbles into the pot.
B. Put the neck in the pot.
D. Peck the pot until it breaks.
4. What the important lesson can be taken from the text ?
A. Keep trying and never give up.
C. Don't be lazy.
B. Always help each other.
D. Keep telling the truth.

The following text is for the question 5 and 6.

## The Lion and The Cows

Once upon a time there lived four cows in the forest. Everyday they used to graze together in a particular spot. One day a lion saw the cows grazing together. The lion wanted to eat them so he went to catch them. When the cows saw the lion, all of them fought with him. The lion had to run away. A few days passed and the cow quarreled between themselves and started grazing separately. One by one the lion killed all of them.
5. Which statement is True according to the text ?
A. The cows and lion are friends.
C. Three cows in the forest.
B. The cows fought with the lion.
D. The lion did not kill all of the cows.
6. What happened when the cows grazing separately ?
A. The lion came to the forest again.
C. Some of the cows run away.
B. The lion killed two cows
D. The lion killed all of the cows.

The following text is for the question 7 to 10 .
The Monkey and Crocodile
Once upon a time, there lived a gentle crocodile and on the nearby tree lived a very smart monkey. They were very good friends. Everyday, the monkey would pluck some juicy apples for the crocodile. One day the crocodile told her wife about his friends. She felt greedy and wanted to eat the monkey's heart. She asked him to invite the monkey for lunch at their place. The crocodile became very sad. Finally, he promised her to bring the monkey tomorrow.

The next day, the crocodile ask the monkey for the ride. He quickly sat on the crocodile's back. The crocodile told him that he had promised his wife that he would bring his heart as her lunch. The clever monkey told the crocodile that he left his heart with the apples on the tree. The kind crocodile swam back to the tree. After they came back, the monkey jumped from the crocodile's back and went into the jungle leaving the poor crocodile behind.
7. Who are the characters of the story above ?
A. The monkey.
C. The monkey, crocodile and his wife.
B. The monkey and crocodile.
D. The hunter and monkey.
8. Which statement is false according to the text ?
A. The monkey and crocodile are friends.
B. The crocodile ate the monkey.
C. The monkey pluck some apples for crocodile.
D. The monkey sat on the crocodile's back.
9. What happened when the monkey back to the tree ?
A. The monkey jumped up and went to the jungle.
B. The crocodile brought the monkey again.
C. The monkey took his heart.
D. The monkey took some apples for the crocodile.
10. From read the text above, what did we know ?
A. The crocodile and the monkey are fighting.
B. The crocodile's wife is kind.
C. The monkey is smart.
D. The crocodile's wife and the monkey become friends.

## APPENDIX IV

## INSTRUMENT RESEARCH

## POST-TEST

## Choose either A, B, C or D as the correct answer !

The following text is for the question 1 to 4 .

1. It was a hot summers day. A
thirsty crow flew into a village
searching for some water to drink.
He flew over houses, fields , and
trees but he could not find any
water.
2. What does the text tell us about?
A. A thirsty crow.
C. A crow dropped the pebbles into the pot.
B. A crow flew into a village.
D. A crow flew happily.
3. How is the crow's character in the text ?
A. Arrogant.
C. Lazy.
B. Easy to give up.
D. Smart and hard work.
4. What did the crow do to be able to drink the water in the pot ?
A. Push the pot.
C. Dropped the pebbles into the pot.
B. Put the neck in the pot.
D. Peck the pot until it breaks.
5. What the important lesson can be taken from the text?
A. Keep trying and never give up.
C. Don't be lazy.
B. Always help each other.
D. Keep telling the truth.

The following text is for the question 5 and 6.

Once upon a time there lived four cows in the forest. Everyday they used to graze together in a particular spot.


One day a lion saw the cows grazing together. The lion wanted to eat them so he went to catch them. When the cows saw the lion, all of them fought with him. The lion had to run away.


A few days passed and the cow quarreled between themselves and started grazing separately. One by one the lion killed all of them.
5. Which statement is True according to the text ?
A. The cows and lion are friends.
C. Three cows in the forest.
B. The cows fought with the lion.
D. The lion did not kill all of the cows.
6. What happened when the cows grazing separately ?
A. The lion came to the forest again. C
C. Some of the cows run away.
B. The lion killed two cows.
D. The lion killed all of the cows.

The following text is for the question 7 to 10 .

| 1. Once upon a time, there lived a gentle crocodile and on the nearby tree lived a very smart monkey. They were very good friends. Everyday, the monkey would pluck some juicy apples for the crocodile. |  |
| :---: | :---: |
| 2. <br> 3. One day the crocodile told her wife about his friends. She felt greedy and wanted to eat the monkey's heart. She asked him to invite the monkey for lunch at their place. <br> The crocodile became very sad.Finally, he promised her to bring the monkey tomorrow. | C. The next day, the crocodile ask the monkey for the ride. He quickly sat on the crocodile's back. |
| 5. The crocodile told him that he had promised his wife that he would bring his heart as her lunch. | 6. The clever monkey told the crocodile that he left his heart with the apples on the tree. |
| 7. The kind crocodile swam back to the tree. | 8. <br> After they came back, the monkey jumped fromthe crocodile's back and went into the jungle leaving the poor crocodile behind. |

7. Who are the characters of the story above ?
A. The monkey.
C. The monkey, crocodile and his wife.
B. The monkey and crocodile.
D. The hunter and monkey.
8. Which statement is false according to the text ?
A. The monkey and crocodile are friends.
B. The crocodile ate the monkey.
C. The monkey pluck some apples for crocodile.
D. The monkey sat on the crocodile's back.
9. What happened when the monkey back to the tree ?
A. The monkey jumped up and went to the jungle.
B. The crocodile brought the monkey again.
C. The monkey took his heart.
D. The monkey took some apples for the crocodile.
10. From read the text above, what did we know ?
A. The crocodile and the monkey are fighting.
B. The crocodile's wife is kind.
C. The monkey is smart.
D. The crocodile's wife and the monkey become friends.

## APPENDIX V

## Key Answer

1. A. A thirsty crow.
2. D. Smart and hard work.
3. C. Dropped the pebbles into the pot.
4. A. Keep trying and never give up.
5. B. The cows fought with the lion.
6. D.The lion killed all of the cows.
7. B. The monkey and crocodile.
8. B. Crocodile ate the monkey.
9. A. The monkey jumped up and went to the jungle.
10. C. The monkey is smart.

## APPENDIX VI

TABLE SCORE

## Experiment class

| No | Name | Pre-test | Post-test |
| ---: | :--- | :---: | :---: |
| 1 | Hasni Pratiwi | 10 | 100 |
| 2 | Mhd. Khairil Ashari | 50 | 60 |
| 3 | Naicila Adelia S | 40 | 60 |
| 4 | M.Zulfi Harfiansyah | 20 | 60 |
| 5 | Fitri Fanisa Darma | 10 | 90 |
| 6 | Rachel Aulia B | 30 | 80 |
| 7 | Eka Syafriana | 10 | 80 |
| 8 | Dimas Prayogi | 10 | 100 |
| 9 | Meisya Ardifa | 50 | 80 |
| 10 | Najifa Umaya | 60 | 60 |
| 11 | Riska Nova | 30 | 80 |
| 12 | Nur Aulia | 50 | 60 |
| 13 | Elysia Ardinti Putri | 50 | 100 |
| 14 | Indah Paramita | 40 | 80 |
| 15 | Siti Nurasiqin | 50 | 50 |
| 16 | Galih Ayu Suhaila | 50 | 90 |
| 17 | Cintia Rizki Kusuma Dewi | 30 | 90 |
| 18 | Yuliana | 30 | 70 |
| 19 | Lovely Khaira Sofya | 60 | 100 |
| 20 | Dea Larasati | 70 | 90 |
| 21 | Soraya Aufa Dwihenny | 40 | 70 |
| 22 | Wita Ayu | 40 | 80 |
| 23 | Sri Anggrini | 20 | 70 |
| 24 | Nazla Salsabila | 20 | 70 |
| 25 | Ovi Yulianti | 20 | 80 |
| 26 | Shalli Afrila | 20 | 90 |
| 27 | Mutia Agus Wiliana | 90 |  |
|  |  |  |  |

## APPENDIX VII

TABLE SCORE
Control class

| No | Name | Pre-test | Post-test |
| ---: | :--- | :---: | :---: |
| 1 | Sofya Kalisa | 10 | 30 |
| 2 | Juwita wandri | 40 | 60 |
| 3 | Annisah | 30 | 50 |
| 4 | Arif Prastia | 20 | 50 |
| 5 | Fikrya Ariba | 20 | 30 |
| 6 | Panji Horas Habibi | 30 | 70 |
| 7 | M. Afdillah | 10 | 40 |
| 8 | Fitri | 50 | 30 |
| 9 | Yendra Aura Mauza | 40 | 40 |
| 10 | Ica Amelia | 30 | 20 |
| 11 | M.Ilham | 20 | 40 |
| 12 | Nisa Khairani | 50 | 20 |
| 13 | M.Andri Syartian | 40 | 50 |
| 14 | Debbi Aulia Putri | 20 | 60 |
| 15 | Pandu | 30 | 50 |
| 16 | Nazwa Aulia | 30 | 50 |
| 17 | M. Aditia | 30 | 40 |
| 18 | Rizki Darmawan | 40 | 20 |
| 19 | Suriadi | 60 | 40 |
| 20 | Azmiranda Sari | 40 | 40 |
| 21 | Nuril Fatih | 40 | 60 |
| 22 | Putri Julimuliani | 20 | 20 |
| 23 | Marsa Amelia | 20 | 40 |
| 24 | Laila Sari | 20 | 60 |
| 25 | Naila Mutia | 20 | 30 |
| 26 | Haikal | 30 |  |
| 27 | Wahyuni | 60 |  |
|  |  |  |  |

## APPENDIX VIII

## Table of Liliefors

| $N$ | $\alpha=.20$ | $\alpha=.15$ | $\alpha=.10$ | $\alpha=.05$ | $\alpha=.01$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 4 | .3027 | .3216 | .3456 | .3754 | .4129 |
| 5 | .2893 | .3027 | .3188 | .3427 | .3959 |
| 6 | .2694 | .2816 | .2982 | .3245 | .3728 |
| 7 | .2521 | .2641 | .2802 | .3041 | .3504 |
| 8 | .2387 | .2502 | .2649 | .2875 | .3331 |
| 9 | .2273 | .2382 | .2522 | .2744 | .3162 |
| 10 | .2171 | .2273 | .2410 | .2616 | .3037 |
| 11 | .2080 | .2179 | .2306 | .2506 | .2905 |
| 12 | .2004 | .2101 | .2228 | .2426 | .2812 |
| 13 | .1932 | .2025 | .2147 | .2337 | .2714 |
| 14 | .1869 | .1959 | .2077 | .2257 | .2627 |
| 15 | .1811 | .1899 | .2016 | .2196 | .2545 |
| 16 | .1758 | .1843 | .1956 | .2128 | .2477 |
| 17 | .1711 | .1794 | .1902 | .2071 | .2408 |
| 18 | .1666 | .1747 | .1852 | .2018 | .2345 |
| 19 | .1624 | .1700 | .1803 | .1965 | .2285 |
| 20 | .1589 | .1666 | .1764 | .1920 | .2226 |
| 21 | .1553 | .1629 | .1726 | .1881 | .2190 |
| 22 | .1517 | .1592 | .1690 | .1840 | .2141 |
| 23 | .1484 | .1555 | .1650 | .1798 | .2090 |
| 24 | .1458 | .1527 | .1619 | .1766 | .2053 |
| 25 | .1429 | .1498 | .1589 | .1726 | .2010 |
| 26 | .1406 | .1472 | .1562 | .1699 | .1985 |
| 27 | .1381 | .1448 | .1533 | .1665 | .1941 |
| 28 | .1358 | .1423 | .1509 | .1641 | .1911 |

## APPENDIX IX

T-Table
Titik Persentase Distribusi $\mathbf{t}$ ( $\mathbf{d f}=\mathbf{8 1} \mathbf{- 1 2 0}$ )

|  | $\begin{aligned} & 0.25 \\ & 0.50 \end{aligned}$ | $\begin{aligned} & 0.10 \\ & 0.20 \\ & \hline \end{aligned}$ | $\begin{aligned} & 0.05 \\ & 0.10 \end{aligned}$ | $\begin{aligned} & 0.025 \\ & 0.050 \\ & \hline \end{aligned}$ | $\begin{aligned} & 0.01 \\ & 0.02 \end{aligned}$ | $\begin{aligned} & 0.005 \\ & 0.010 \\ & \hline \end{aligned}$ | $\begin{aligned} & 0.001 \\ & 0.002 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 81 | 0.67753 | 1.29209 | 1.66388 | 1.98969 | 2.37327 | 2.63790 | 3.19392 |
| 82 | 0.67749 | 1.29196 | 1.66365 | 1.98932 | 2.37269 | 2.63712 | 3.19262 |
| 83 | 0.67746 | 1.29183 | 1.66342 | 1.98896 | 2.37212 | 2.63637 | 3.19135 |
| 84 | 0.67742 | 1.29171 | 1.66320 | 1.98861 | 2.37156 | 2.63563 | 3.19011 |
| 85 | 0.67739 | 1.29159 | 1.66298 | 1.98827 | 2.37102 | 2.63491 | 3.18890 |
| 86 | 0.67735 | 1.29147 | 1.66277 | 1.98793 | 2.37049 | 2.63421 | 3.18772 |
| 87 | 0.67732 | 1.29136 | 1.66256 | 1.98761 | 2.36998 | 2.63353 | 3.18657 |
| 88 | 0.67729 | 1.29125 | 1.66235 | 1.98729 | 2.36947 | 2.63286 | 3.18544 |
| 89 | 0.67726 | 1.29114 | 1.66216 | 1.98698 | 2.36898 | 2.63220 | 3.18434 |
| 90 | 0.67723 | 1.29103 | 1.66196 | 1.98667 | 2.36850 | 2.63157 | 3.18327 |
| 91 | 0.67720 | 1.29092 | 1.66177 | 1.98638 | 2.36803 | 2.63094 | 3.18222 |
| 92 | 0.67717 | 1.29082 | 1.66159 | 1.98609 | 2.36757 | 2.63033 | 3.18119 |
| 93 | 0.67714 | 1.29072 | 1.66140 | 1.98580 | 2.36712 | 2.62973 | 3.18019 |
| 94 | 0.67711 | 1.29062 | 1.66123 | 1.98552 | 2.36667 | 2.62915 | 3.17921 |
| 95 | 0.67708 | 1.29053 | 1.66105 | 1.98525 | 2.36624 | 2.62858 | 3.17825 |
| 96 | 0.67705 | 1.29043 | 1.66088 | 1.98498 | 2.36582 | 2.62802 | 3.17731 |
| 97 | 0.67703 | 1.29034 | 1.66071 | 1.98472 | 2.36541 | 2.62747 | 3.17639 |
| 98 | 0.67700 | 1.29025 | 1.66055 | 1.98447 | 2.36500 | 2.62693 | 3.17549 |
| 99 | 0.67698 | 1.29016 | 1.66039 | 1.98422 | 2.36461 | 2.62641 | 3.17460 |
| 100 | 0.67695 | 1.29007 | 1.66023 | 1.98397 | 2.36422 | 2.62589 | 3.17374 |
| 101 | 0.67693 | 1.28999 | 1.66008 | 1.98373 | 2.36384 | 2.62539 | 3.17289 |
| 102 | 0.67690 | 1.28991 | 1.65993 | 1.98350 | 2.36346 | 2.62489 | 3.17206 |
| 103 | 0.67688 | 1.28982 | 1.65978 | 1.98326 | 2.36310 | 2.62441 | 3.17125 |
| 104 | 0.67686 | 1.28974 | 1.65964 | 1.98304 | 2.36274 | 2.62393 | 3.17045 |
| 105 | 0.67683 | 1.28967 | 1.65950 | 1.98282 | 2.36239 | 2.62347 | 3.16967 |
| 106 | 0.67681 | 1.28959 | 1.65936 | 1.98260 | 2.36204 | 2.62301 | 3.16890 |
| 107 | 0.67679 | 1.28951 | 1.65922 | 1.98238 | 2.36170 | 2.62256 | 3.16815 |
| 108 | 0.67677 | 1.28944 | 1.65909 | 1.98217 | 2.36137 | 2.62212 | 3.16741 |
| 109 | 0.67675 | 1.28937 | 1.65895 | 1.98197 | 2.36105 | 2.62169 | 3.16669 |
| 110 | 0.67673 | 1.28930 | 1.65882 | 1.98177 | 2.36073 | 2.62126 | 3.16598 |
| 111 | 0.67671 | 1.28922 | 1.65870 | 1.98157 | 2.36041 | 2.62085 | 3.16528 |
| 112 | 0.67669 | 1.28916 | 1.65857 | 1.98137 | 2.36010 | 2.62044 | 3.16460 |
| 113 | 0.67667 | 1.28909 | 1.65845 | 1.98118 | 2.35980 | 2.62004 | 3.16392 |
| 114 | 0.67665 | 1.28902 | 1.65833 | 1.98099 | 2.35950 | 2.61964 | 3.16326 |
| 115 | 0.67663 | 1.28896 | 1.65821 | 1.98081 | 2.35921 | 2.61926 | 3.16262 |
| 116 | 0.67661 | 1.28889 | 1.65810 | 1.98063 | 2.35892 | 2.61888 | 3.16198 |
| 117 | 0.67659 | 1.28883 | 1.65798 | 1.98045 | 2.35864 | 2.61850 | 3.16135 |
| 118 | 0.67657 | 1.28877 | 1.65787 | 1.98027 | 2.35837 | 2.61814 | 3.16074 |
| 119 | 0.67656 | 1.28871 | 1.65776 | 1.98010 | 2.35809 | 2.61778 | 3.16013 |
| 120 | 0.67654 | 1.28865 | 1.65765 | 1.97993 | 2.35782 | 2.61742 | 3.15954 |

## APPENDIX X

## Lowest and Higher Score

The Lowest of Pre-Test in Experiment class

8. Which statement is false according to the text?
A. The monkey and crocodile are friends.
B. The crocodile ate the monkey.
C. The monkey pluck some apples for crocodile.
D. The monkey sat on the crocodile's back.
6. What happened when the monkey back to the tree?
A. The monkey jumped up and went to the jungle.
B. The crocodile brought the monkey again.
C. The monkey took his heart.
(1) The monkey took some apples for the crocodile.

60
From read the text above, what did we know ?
A. The crocodile and the monkey are fighting.
B. The crocodile's wife is kind.
C. The monkey is smart.
D. The crocodile's wife and the monkey become friends.

## The Highest of Pre-Test in Experiment class

```
Pre-test experiment closs
Choose either A, B, C or D as the correct answer :
The following text is for the question 1 to 4
Thirsty Crow
    It was a hot summer's day. A thisty crow flew into a village searching for some water
to drink. He flew over houses, fields,and trees but he could not find any water. After a long
time, he came across a farm. Under one of the trees on the farm was a pot of water. There was
very little water in the pot. The crow tried to reach the water but he was not able to do so as the
neck of the pot was very narow. Then he tried to push the pot down for the water to flow out
but the pot was too heavy for him. The crow looked around. He saw some pebbles. An idea
struck in his mind. He picked up the pebbles one by one and dropped them into the pot. After
he dropped the pebbles into the pot, the water came up. Soon it was high enough for him to 
drink. He drank the water. He flew away happily.
    1. What does the text tell us about
    X A thirsty crow.
        C. A crow dropped the pebbles into the pol
        B. A crow flew into a village. D. A crow flew happily.
    \chi. How is the crow's character in the text ?
        A. Arrogant. C. Lazy
        ,(.) Easy to give up. D. Smart and hard work.
    3. What did the crow do to be able to drink the water in the pot?
        A. Push the pot. Dropped the pebbles into the pot.
        B. Put the neck in the pot. D. Peck the pot until it breaks.
    4. What the important lesson can be taken from the text?
    A. Keep trying and never give up. C. Don't be lazy
    兔. Always help each other. D. Keep telling the truth.
```

8. Which statement is false according to the text?
W. The monkey and crocodile are friends.
B. The crocodile ate the monkey.
C. The monkey pluck some apples for crocodile.
D. The monkey sat on the crocodile's back.
9. What happened when the monkey back to the tree ?
A. The monkey jumped up and went to the jungle.
B. The crocodile brought the monkey again.
C. The monkey took his heart.
D. The monkey took some apples for the crocodile.
10. From read the text above, what did we know?
A. The crocodile and the monkey are fighting.
B. The crocodile's wife is kind.
© The monkey is smart.
D. The crocodile's wife and the monkey become friends.

## The Lowest of Post-Test in Experiment class






## APPENDIX XII

## RESEARCH PERMISSION AND RESEARCH RESPONSE LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN

FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JI. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Nomor : B-21519/TTK/TTK.V.3/PP.00.9/10/2021
Lampiran:
Hal : Izin Riset

## Yth. Bapak/Ibu Kepala MTs. Teladan Gebang

Assalamulaikum Wr. Wb.
Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

| Nama | : Ade Sinta |
| :--- | :--- |
| NIM | : 0304173170 |
| Tempat/Tanggal Lahir | : Dusun Iii Desa Paya Bengkuang, 02 Juni 1999 |
| Program Studi | : Tadris Bahasa Inggris |
| Semester | : IX (Sembilan) |
| Alamat | : DUSUN II DESA PAYA BENGKUANG |

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di jl. Sudirman No. 95 Pekan Gebang, Kecamatan Gebang, Kabupaten Langkat, Sumatera Utara , guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

## The Effect of Picture Stories on The Students' Reading Comprehension

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.


Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

YAYASAN PENDIDIKAN RUHAMAUL MUSLIMIN MADRASAH TSANAWIYAH TELADAN GEBANG

Iln. Sudirman No. 95 Pekan Gebang Kec. Gebang Kab, Langkat - 20856 E-Mail : mstelodangebang@gmail.com

## SURAT KETERANGAN

## Nomor : 095 /YPRM-MTs.T/SK/IX/2021

Yang bertanda tangan dibawah ini :

| Nama | $:$ | INDRA SABIIS S.Ag.MM |
| :--- | :--- | :--- |
| NIP | $:$ | 197209082007011025 |
| Jabatan | $:$ | Kepala MTs.Teladan Gebang |

Menerangkan bahwa

| Nama | ADE SINTA |
| :--- | :--- | :--- |
| NIM | 0304173170 |
| Tempat/gl. Lahir : | Dusun III Desa Paya Bengkuang, 02 Juni 1999 |

Program Studi : Tadris Bahasa Inggris
Semester : IX (Sembilan)
Tempat Penelitian : Madrasah Tsanawiyah Teladan Gebang
Alamat $\quad: \quad$ Dusun III Desa Paya Bengkuang
Judul Skripsi : "The Effect of Picture Stories on The Students' Reading Comprehension"

Adalah benar nama tersebut di atas telah melakukan Riset dalam Penyusunan Skripsi di Madrasah Tsanawiyah Teladan Gebang.

Demikian Surat Keterangan ini kami perbuat untuk dapat dipergunakan sebagaimana perlunya.

Gebang, 26 Oktober 2021


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