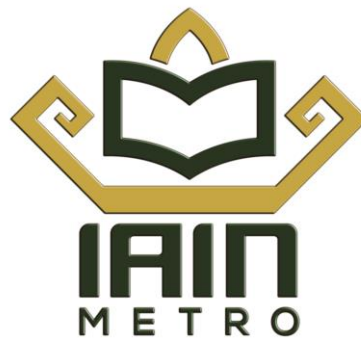


**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING PICTURE STORYBOOK ON THE  
READING COMPREHENSION ABILITY AT THE TENTH GRADERS OF  
SMA N 1 KIBANGIN THE ACADEMIC YEAR OF 2016/2017**



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1439 H / 2018 M**

**THE INFLUENCE OF USING PICTURE STORYBOOK ON THE  
READING COMPREHENSION ABILITY AT THE TENTH GRADE OF  
SMA N 1 KIBANG IN THE ACADEMIC YEARS OF 2016/2017**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Program

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**STATE INSTITUTE FOR ISLAMIC STUDY OF METRO  
1439 H / 2018 M**

**THE INFLUENCE OF USING PICTURE STORYBOOK ON THE  
READING COMPREHENSION ABILITY AT THE TENTH GRADERS  
OF SMA N 1 KIBANG**

**ABSTRACT**

**By:**

**NURLAELY MAGHFIROH**

The primary aim of the research was to find out the influence of using picture storybook on the reading comprehension attenth grade of SMAN 1 KIBANG. This research focuses on knowing the student reading comprehension by using picture storybook.

This research was a quantitative research which had been conducted in the SMA N 1 Kibang in academic year 2016/2017; it was about 120 students which are divided into 4classes. The researcher was choosing one class as the sample of this research that was class X MIA 4 that consists of 30 students. The sampling technique that was used in this research was purposive random sampling technique.

To collect the data the writer used documentation, observation and test. The writer measured the student's reading comprehensionwith data test. To consider whether there is correlation positive and significant between the using picture storybook on the students' reading comprehension on the in the Academic Year of 2015/2016, the writer analyzes the data by using Chi- squared.

Finally, the data confirm that  $\chi^2_{\text{observed}} = 13,495$  was higher than  $\chi^2_{\text{table}}$  for the 5% level = 9,487 and  $\chi^2_{\text{table}}$  for the 1% level = 13,277. Therefore it can be inferred that  $H_1$  is accepted and  $H_0$  is rejected. It means there is a positive and significant influence of student's perception on using picture storybook toward the reading comprehension at the tenth graders of the class X MIA 4 SMA N 1 KIBANG in the Academic Year of 2017/2018.

# **PENGARUH PENGGUNAAN BUKU CERITA BERGAMBAR PADA KEMAMPUAN MEMBACA SISWA DISMA N 1 KIBANG**

## **ABSTRAK**

**Oleh:**

**NURLAELY MAGHFIROH**

Tujuan penelitian ini adalah untuk mengetahui pengaruh buku cerita bergambar pada kemampuan membaca siswa dan untuk mendeskripsikan pengaruh buku cerita bergambar dan kemampuan membaca siswa.

Penelitian ini merupakan penelitian kuantitatif yang dilakukan di SMAN 1 KIBANG tahun ajaran 2016/2017 sekitar 120 siswa yang dibagi menjadi 4 kelas. Peneliti telah memilih satu kelas sebagai sample penelitian ini adalah siswa kelas X MIA 4 yang terdiri dari 30 siswa. Teknik sampling yang digunakan dalam penelitian ini adalah purposive random sampling.

Dalam pengumpulan data penulis menggunakan metode dokumentasi, observasi dan test. Untuk memadukan apakah ada hubungan yang positif dan signifikan antara pengaruh penggunaan buku cerita bergambar dan kemampuan membaca siswa kelas X MIA 4 di tahun ajaran 2016/2017, penulis menganalisis data dengan menggunakan Chi-Square.

Akhirnya data menunjukkan bahwa  $\chi^2_{hitung} = 13,365$  lebih besar dari pada  $\chi^2_{table}$  level signifikan 5% = 9,487 dan  $\chi^2_{table}$  level signifikan 1% = 13,277. Oleh karena itu dapat disimpulkan bahwa  $H_0$  diterima dan ada pengaruh yang positif dan signifikan antara gaya belajar siswa dan hasil belajar bahasa inggris siswa kelas X MIA 4 SMA N 1 KIBANG pada tahun ajaran 2016/2107.



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**NOTIFICATION LETTER**

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State Institute For Islamic Studies (IAIN)Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosah. Thank you very much.

*Wassalamu'alaikumWr.Wb*

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**APPROVAL PAGE**

Title : THE INFLUENCE OF USING PICTURE  
STORYBOOK ON THE READING COMPREHENSION  
ABILITY AT THE TENTH GRADERS OF SMA N 1  
KIBANGIN THE ACADEMIC YEAR OF 2016/2017

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**RATIFICATION PAGE**

No. 8-0509/In. 28.1/D/PP.00.9/01/2018

An Undergraduate thesis entitled: THE INFLUENCE OF USING PICTURE STORYBOOK ON THE READING COMPERHENSION ABILITY AT THE TENTH GRADERS OF SMA NEGERI 1 KIBANG IN THE ACADEMIC YEAR OF 2016 / 2017, written by NURLAELY MAGHFIROH student number 1176907, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Tuesday, January 04<sup>th</sup>, 2018 at 15.00 – 17.00 am

**BOARD OF EXAMINERS:**

Chairperson : Drs.Kuryani Utih, M.Pd  
Examiner 1 : Ahmad Subhan Roza, M.Pd.  
Examiner II : Dra. Yerni Amir, M.Pd.  
Secretary : Linda Septyana, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty,



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## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Nurlaely Maghfiroh  
Student Number : 1176907  
Study Program : English Education Study Program (TBI)  
Department : Tarbiyah

States that this undergraduated thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, November 2017

The writer



Nurlaely Maghfiroh  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2017

Penulis



Nurlaely Maghfiroh  
NPM. 1176907

## MOTTOS

***“Intelligence is not the measured by how much you know,  
but how you have the capacity to learn”***  
**(Francesca Zappia)**

***“Success is not a final and failure is not fatal”***  
**(Winston Churchill)**

## DEDICATION PAGE

*This undergraduate thesis would highly by dedicate to:*

- ❖ *My beloved father and mother (Mr. Ahmad Juhairi and Mrs. Alfiana Indah Pangastuti) who always pray and give me support and guidance to be successful in my study. I love you so much and forever. They are as spirit in my life.*
- ❖ *My beloved brother M. Anggoro Adi Suasono and my young Sister Rizky Triana Putri. Thanks for you're praying and giving me motivation.*
- ❖ *My Creative Best Friends thanks for your support, help and motivation that you give to me.*
- ❖ *My beloved Almamater STATE INSTITUTE ISLAMIC STUDY OF METRO.*

---

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In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the worlds who's HIS mercy and blessings, none of these would be possible. The writer is very grateful for the chance HE has given her to accomplish this undergraduate thesis.

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The writer's gratitude also goes to many people who cannot be mentioned one by one. She realizes that the imperfectness of this work. Nevertheless, she hopes that this little piece of work will become source of good for other.

Finally, the writer welcomes any suggestion and criticism for the improvement of this undergraduate thesis and hopefully will be useful for herself and all readers.

It is Allah who bestows success and guides to the Right Path.

Metro, 2017

The Writer



**NURLAELY MAGHFIROH**  
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## CHAPTER I

### INTRODUCTION

#### A. Background Of Study

Recently, English became an international language. It is used to communicate among people in the different country. In Indonesia, English is considered as the first foreign language and learned both formally and informally.

In English, there are four skills that should be mastered, there are: listening, speaking, reading, and writing. Reading is one of the important skills that should be developed or the student. Reading is one of the importances in basic linguistic knowledge acquisition and English language learning.

Reading as one of the skills, is categorized into the area of receipted skill. It is the skill reader or group of reader to interpret information transferred by a writer. This skill also realized by the ability of the readers to identity the rules of the language used by the writer to transfer the information she/he puts in the language she or he is writing.<sup>1</sup> Reading is one of the skills that be taught in English classes at the junior high school or senior high school. Hornby defines that “Reading is to look at and understand something written or printed”.<sup>2</sup>

Reading activity can be influenced by many factors including the reading learning technique, the reading materials, the student’s ability, and

---

<sup>1</sup>SanggamSiahaan, *The English Paraghraph*, grahailmu, Yogyakarta, 2008, p.3

<sup>2</sup> As Hornby, *Oxford Advanced Learner’s Dictionary*, (New York: Oxford Universiy Press, 2001), p.343

the teacher's competence. Most of the students still have reading problems such as difficulty to pronounce a word in the texts, difficulty to understand the text, and low mastery of vocabulary. That all make the student have low interest and score in reading. Besides that, the English teacher just gives text and asks the students to read. This situation makes the student feel bored. So, the teacher as an instructor and educator must plan the activity systematically.

To know more problems in teaching learning process in English subject at the tenth graders of SMA N 1 KIBANG, the writer had interviewed the English teacher on January 2016. The problems are: (1) the students have low motivation in English learning, especially in reading. It made the student doesn't give attention in learning process; (2) the students have not read properly yet. They often make mistake in pronunciation, expression, intonation, or punctuation; (3) the students are difficult to comprehend. Of course, it brings bad impact to their reading score.

The table 1 below is the result of the student's English lesson at the class MIA 4 of the tenth graders of SMAN 1 KIBANG. The data can be seen as follow:

**Table 1**  
**The English lesson score of class MIA 4**

No	Score	Explanation	Frequency	Percentage
1	80-100	High	4	20%
2	60-79	Average	7	35%
3	40-59	Low	9	45%
Total				100%

Source: The teacher's archive, take on January 2016

Referring the data above, it can be assumed that the students have low English score. The highest score is 90 and the lowest score is 40. There are 9 students (45%) reached the minimum standard and 11 students (55%) have no reach the score of minimum standard (MS), 70.

Based on the problem above, the writer tries to solve this problem. The way is using picture storybook, because it is an effective tool to reach the higher level. Picture storybook is a book that combines between visual and verbal narratives most often aimed to young children. The role of the picture in combination with the text to form the story as would be considered. Many

colorful book and information book now available for children motivate to try reading in the foreign language and to enjoy the process.

The writer chooses the picture storybook because it makes English learning be fun. So, the student can understand easily and enjoy learning process. They can enjoy English learning with the reading activity using variety of picture storybook happily. The students can also improve their vocabulary and find a good pronunciation of word that found in the picture storybook.

In the other hand, usually student loves the story because it makes the students enjoy and get fun in learning process. They will be introduced with the some stories that contain new characters, vocabularies, and also the stories teach the moral value for the students. So, the researcher interested to find out whether the use picture storybook can influence the students reading comprehension ability at the tenth graders of SMA N 1 KIBANG.

## **B. Problem Identification**

Based on the background of the study above, some problems has been identified as follows:

1. Learning process is not fun enough. So that their reading interest is low.
2. The reading comprehension of student is low, to find out main idea, to find out content, fact and detail in the text.

### **C. Problem limitation**

Base on the problem above, the researcher wants to limit only on the problem: The reading comprehension is low, to find main idea, to find content, fact, and detail in the text.

### **D. Problem formulation**

Based on the explanation above, the writer decides the problem formulation.” Is there any positive and significant influence of using picture storybook on the reading comprehension ability in English at the tenth graders of SMA N 1 KIBANG?”

### **E. Objective of the study**

The objective of the study is to know whether there is an influence of using picture storybook on the student reading comprehension ability in English at the tenth graders of SMA 1 KIBANG.

### **F. The Benefit Of The Study**

At the end of the research the writer hopes that this research will give contribution to the teachers, the students, and the headmaster.

#### **1. For the teacher**

As a new experiences in teaching reading by using picture storybook. The teacher can solve the problem of tacking and learning process in English, especially reading.



2. For the students

As a thruster in increase their reading interest because it is fun. If their reading interest is increase, their reading comprehension and English achievement will improve.

3. For the headmaster

As an information to motivate the teacher that they should know the student problem in order to reach learning process effectively.

## CHAPTER II

### THEORITICAL REVIEW

#### A. CONCEPT OF READING COMPREHENSION ABILITY

##### 1. Definition of Reading Comprehension Ability

Reading is onesuch activity that followed everyday keeps persons and up to date with almost every issue that account to be assumed to be remembered.

In oxford advanced learner's dictionary the word "reading" is derived from the word "read" that can be defined as follow:

- a) To look at and understand the meaning of written or pointed words or symbol.
- b) To go through written or pointed words, silently, or aloud to others.
- c) To discover or find out about somebody or something by reading.<sup>3</sup>

Elizabeth S. Pang assumed reading is about understanding written texts. It is a complex activity that involves both perception and thought. It consists of two related process word recognition and comprehension.<sup>4</sup> Thomas Farrell states reading is the process of constructing meaning through the dynamic among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.<sup>5</sup>

---

3

4

5

Etymologically, the word “comprehension” is derived from word “comprehend” that can be defined as to understand something fully. It means that reader obtain the writer’s idea.

Harris argued reading comprehension is the product of the correlation that act on behalf of the reader’s response of the graphic symbol that explain language, linguistics skills, cognitive skills, and knowledge of the world.<sup>6</sup> It meaning to say reading comprehension is a result of the relationship between reader perception and knowledge. Moreover, Klinger suggested reading comprehension is a various element, extremely complex procedure that concern many interactions between readers and what used to the text (prior knowledge, strategy use) as well as variables connected to the text itself (interested in written language types).<sup>7</sup> In other word difficult processes that belonging word reading and knowledge by organized a number is a process of making conclusion.

This one sentence identifies there elements of reading for comprehension:

- 1) We need knowledge of the world to understand new things;
- 2) We need to be familiar with the variety of the text structure we’re likely to encounter; and
- 3) We need to seek meaning, and not wait passively for it to rise up from the page.

---

<sup>6</sup>

<sup>7</sup>

Jean Wallace Gillet and Charles Temple states that reading ability in foreign language is a measure of one's general knowledge. In other word reading ability should aim increase vocabulary mastery. That reading ability is the search for meaning; actively using our knowledge of the world and of text to understand each new thing we read.<sup>8</sup> By reading, we can get many knowledge which are contained science and technology, social life, economic, history, and etc. of course, all information that is gained by reading is represented in written form. So, the purpose of reading ability is to recognize the meaning of words and phrase of the reading passages.

Based on quotations above, it can be concluded that reading comprehension ability is skill should active reader's prior knowledge to search the meaning of the text to understand and get all new thing we have read.

## **2. Model of Reading**

### **1) Top-down model**

Top-down or conceptually driven, processing which we draw on our own intelligence and experience to understand a text.<sup>9</sup>

### **2) Bottom-up model**

---

<sup>8</sup>

<sup>9</sup>

Farrell pointed out the bottom-up model explains that a reader reads the words and sentences and looks at the formation at the text: (without connecting it to experience and prior knowledge) in order to compose meaning from what was written in the text meaning depends both on knowledge of vocabulary additional syntax. In other words, in bottom-up processing the reader must recognize of linguistic signal.

### 3) Interactive model

Interactive model argues that both top-up and bottom-up process to take when a person reads a text.<sup>11</sup> From the text to models it can be a single series of the reading process.

## 3. Types of Reading

### 1) Intensive reading

Hedgcock explains that the intensive reading is the accurate, purposeful test of text for comprehension. Targets opposite from promptly comprehension of a text consist of expanding and repeating effectual reading strategies, to make easier language progress settled reading by way the reading; and developing learner's confidence in second language reading abilities and motivation to read makes and more widely.<sup>12</sup>

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<sup>10</sup>

<sup>11</sup>

<sup>12</sup>

## 2) Extensive reading

Extensive reading is focus on quantity of reading matters. It discord to the distinct classroom teaching of reading another crucial aspect of extensive reading definition; is linked to student choice and pleasure in reading.<sup>13</sup> In conclusion, extensive reading is in activity where the students concentrate on material of reading.

Base on the explanation above, it can be interfered that the readers can choose one of types in reading to more understand what they read.

## 4. Strategies of Reading Comprehension

### a) Activating prior knowledge

In these teachers can play a vital role in seeing that the reder knowledge about the new topic is built up so that they can successfully comprehend a new test.<sup>14</sup>

### b) Predicting

Predicting creator's anticipation and gets students may have had about the topic before student read about it.<sup>15</sup>

### c) Skimming

Skimming gives readers the advantage of being able to predicting purpose of passage, the main topic, or massage, and possibly some of truth developing or supporting ideas.<sup>16</sup>

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<sup>13</sup>

<sup>14</sup>

<sup>15</sup>

d) Scanning

The purpose of scanning is to extract specific information without reading through the whole text.<sup>17</sup>

## 5. The Measurement of Reading Comprehension

Traditional measures of reading comprehension are limited in that they prepare a common indicator of how the student understands to test and they are not based on experts' knowledge of what good readers to do comprehend test.

Reading comprehension measures should help to manage the comprehension of their students over time and provide information that use is useful in designing reading comprehension intervention program.<sup>18</sup>

To know how the student reading comprehension should measure use the assessment of reading. There are many kind of questions reading comprehension, they are:

a) Pronominal question (WH Question)

The question require learners to make a written answer which can range the question in length from a single word to several paragraphs.

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<sup>16</sup>

<sup>17</sup>

<sup>18</sup>

Usually for comprehension, these forms of question are called short answer question.

b) True/false, Yes/No Question, Multiple-Choice

Is there question the answer is contained within the question or introduction? Multiple-Choice questions focus on detail and more general aspect of the text.<sup>19</sup> The correct answer is not always shorter and longer than the distractor.

c) Transfer information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.

In the research, the researcher used WH Question measure the students reading comprehension.

## **B. The concept of picture storybook**

### **1. The definition of picture storybook**

Picture storybook is a book format that combines between visual and verbal narratives, most often aimed to young children.<sup>20</sup> Stories can help children feel positive about other countries and cultures and can broaden their knowledge of the word. The role of the picture in combination with the text to form the story as whole should be considered. If the pictures are indispensable, as often the case, then

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<sup>19</sup>

<sup>20</sup>



somehow there will need to be made big enough for everyone to see.<sup>21</sup>

The many colorful story and information book now available for children will motivate to try reading in the foreign language and to enjoy process.

From the explanation above, it can be concluded that the picture storybook emphasizes on reading. The story can feel happy, and fun to young children, because with the animated pictures integrate the meaning of the text and also add to the ease of comprehend.

## 2. Types of picture storybook

- 1) Easy to read picture story book preview are meant to be read aloud to the intended audience of 4 to 7 years old. These books are created to help the beginning reader read independently with success they have limited text on each page, large print, double spacing and short sentences. Language is often controlled and words are short and familiar.
- 2) Picture books for older readers are generally more sophisticated, abstract and complex in themed, stories and illustrations. They are suitable for children aged 8 and older. This type of picture books began to appear in the 1970s perhaps in response to our increasingly visual modes of communication.
- 3) Graphic novels are long-form comic books, usually with lengthy and complex storylines and often aimed at more mature, serious audiences. This novel-length book feature text written in speech bubbles or as caption in comic books. Graphic novel are popular with middle and high school student. Reluctant readers especially enjoy having these books as a reading option.<sup>22</sup>

## 3. The function of using media in learning

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<sup>21</sup>

<sup>22</sup> Emchen, "*Picturebook type story*", in [http://www.nkfust.edu.tw/~emchen/picturebook\\_type\\_story.html](http://www.nkfust.edu.tw/~emchen/picturebook_type_story.html)

There are the functions of using picture storybook as follow:

- 1) Laying the foundations of the concrete to think, therefore reducing the verbalism.
- 2) Increase student's attention.
- 3) Laying the foundations for the development of an important study, because it makes learning steadier.
- 4) Provide concrete activities that can cause to try to be their own students.
- 5) The idea that regular and continuous, mainly through the picture.
- 6) Assist the growth of understanding that can help the development of skills.
- 7) Experiences not easily obtained in other ways, and help the efficiency and diversity in learning more.<sup>23</sup>

#### **4. The benefit of using picture storybook**

There are the benefits of using picture storybook as follow:

- 1) Delivery of lessons to be more basic.
- 2) Teaching can be more interesting.
- 3) Learning to become more active.
- 4) Teaching time that is required can be shortened as most media require only a short period of time to deliver messages and content

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<sup>23</sup>*Ibid*

of the lesson in a rather large number of possibilities and can be absorbed by students.

- 5) Quality of student learning can be improved if the media can communicate the teaching of the elements of knowledge in a way that organized with good, specific and clear.<sup>24</sup>

## **5. Advantages and disadvantages of using picture storybook**

Picture storybook is one of media in teaching learning process to young children. Every media have advantages and disadvantages.

### **1) Advantages**

- a. Can stimulate and motivate student to become more observant and express themselves,
- b. Is in expensive, many even be free easy to locate.
- c. Can be used by individual or in groups.
- d. Can be displayed for as long as necessary so pupils can work at their own rate.
- e. Is up-to-date and can bring reality into classroom
- f. Enriches reading and can help clarify misunderstanding.

### **2) Disadvantages**

- a. Cannot depict motion as film does
- b. If not unique, can seem uninteresting to pupils.

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<sup>24</sup> *Opcit*

- c. Depicting a specific purpose might be difficult to locate

### 3) Media picture storybook of teaching reading comprehension

The stage of using picture storybook

- a. The child is “reading” by looking at picture storybook
- b. The child speech weaves a story across the pages but the wording and intonation are like that of someone telling a story, either like a conversation about the picture like a fully recited story, in which the listener can see the picture (and often must see them to understand the child’s story).<sup>25</sup>

## 6. Procedure of using media picture storybook in learning

By using media picture storybook into classroom, it can make the students more interested in learning English especially in reading. Storybook reading can promote language literacy development in young children, but teachers may need to adjust their practice when working with the dual language learners. Teachers can use various strategies to support the children’s comprehension of the text, which will in turn increase their participation in the lesson. This can help young dual language learner develop their vocabulary. There are procedures of using media picture storybook:

- 1) Introduce the book in English

- 2) Pass out the props, and then read the story. While you are reading, invite the children to put the props in the middle of the circle at the appropriate times. During the reading encourage the children to recite some phrase.
- 3) At the end of the reading, ask the students answer the questions.

### **C. Theoretical framework and paradigm**

#### **1. Theoretical framework**

They are two variables in this research. They are independent variables (X) and dependent variable (Y). The independent variable (X) is picture storybook and the dependent variable (Y) is reading comprehension.

Language is a system communication which used by people of a particular country area. In Indonesia, English is a foreign language. It means that people Indonesia should learn English to communicate with other people from other country. Teaching English of course is not easy like teaching Indonesian language as our mother tongue. Teacher should teach their students from introducing word, how o spell, and translate in Indonesian language. It is a reason for each stage of education to give their student English subject. In Indonesia, English has given from elementary school of course they learn from basic.

Student elementary school is including young learner in aspect of teaching and beginner level in aspect proficiency. There are some suggestions to teach young learner, they have general characteristic, and teachers should know what they like and dislike. The important thing of all, teacher should know suitable technique to teach them so that the goal of learning process can be reached.

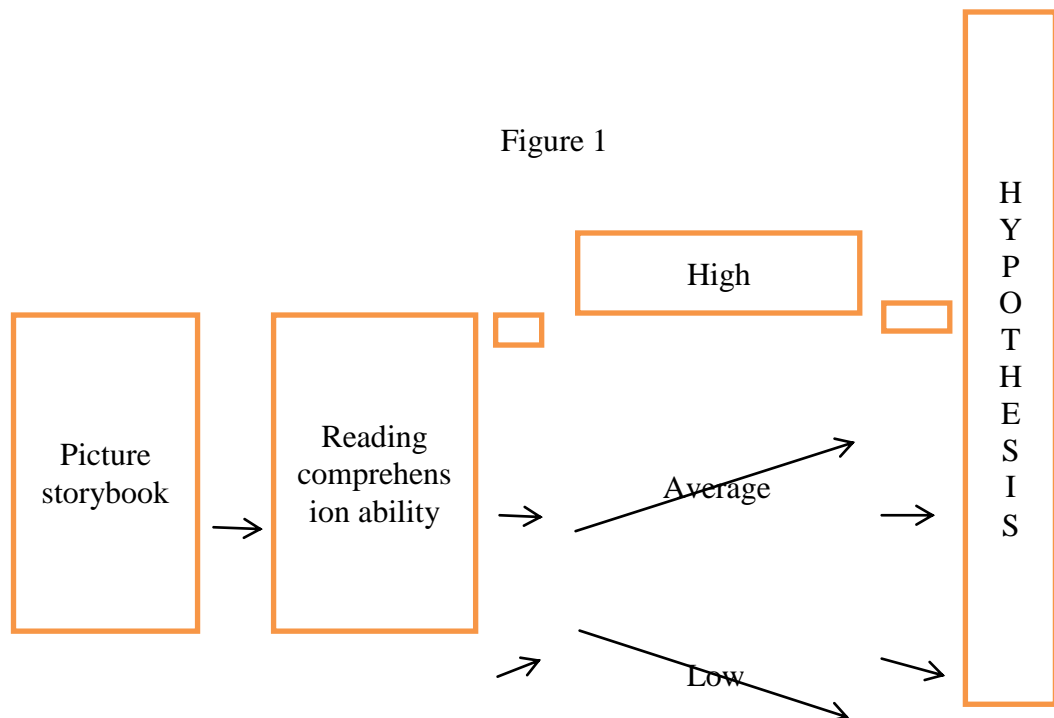
Picture storybook is one of media to improve reading comprehension for young children; one of suitable media for young children at beginner level is picture storybook.

Base on explanation above, it can be formulated that the theoretical review are if picture storybook as media use properly in teaching. Therefore if using media picture storybook implemented well, then the students reading comprehension will be better and if the using of picture storybook not implemented well, then the student's reading comprehension will be low also.

## 2. Paradigm

Paradigm is the correlation pattern among the variables which will be researched.<sup>26</sup> Furthermore, based on theoretical framework above, the researcher describes the paradigm as follow:

Figure 1



Referring the paradigm above, if the using picture storybook as a media used properly in teaching and learning English process so that student reading comprehension ability is high, it means there is positive and significant influence. If the using of picture storybook as a media not used properly in teaching and learning English process so that the student reading comprehension is low, it means that there is no positive and o significant influence.

#### **D. Hypothesis formulation**

Hypothesis formulation is supposition the researcher holds about the relationship among variables.<sup>27</sup> Furthermore, arikunto explains that hypothesis is temporary answer from problem of research.<sup>28</sup> That will be proven after collecting data.

There are two form of hypothesis. Null hypothesis means that there are not differences between two variables.<sup>29</sup> Alternative hypothesis means that there are correlations between two variables.<sup>30</sup>

Based on the theoretical framework and paradigm above, the researcher formulates the hypothesis as follows:

1. Alternative hypothesis (Ha)

Ha: there is a positive and significant of using picture storybook on the reading comprehension ability at the at the tenth graders of SMA N 1 KIBANG in academic year 2015/2016

2. Null hypothesis (Ho)

Ho: there is a no positive and significant of using picture storybook on the reading comprehension ability at the tenth graders of SMA N 1 KIBANG in academic year 2015/2016

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<sup>29</sup>

<sup>30</sup>



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research design

Research design is a procedure which must be done such as time of research, source of resource and condition of data collecting, and how to collect and process data. In this research, the researcher will be used quantitative. In this research, the researcher will be used the term Pre Experimental Design or Quasi Experiment.<sup>31</sup> Moreover, Arikunto explains that research used numeric, form collecting the data, interpreting the data, until presenting the data.<sup>32</sup>

The type of this research is quantitative experiment research, according to Daniel Muijs, quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistic).<sup>33</sup> Besides that, an experimental design is a set of a framework for adequate tests of the relations among variables.<sup>34</sup> The characteristic of this research is descriptive quantitative. In conclusion, quantitative experiment is an process to get the data by using numeric data to manipulate the active variables and the control variables to

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<sup>31</sup>SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktik*, (Jakarta: PtRinekaCipta, 2006), p.84

<sup>32</sup>*Ibid*, p.12

<sup>33</sup>Daniel Muijs, *Doing Quantitative Research in Education With SPSS*, (London: Sage Publication, 2004), p.1

<sup>34</sup>Yogesh Kumar Signh, *Op.Cit*, p.171

solve the research problem. To collect the data, the researcher will administering pre-test before treatment and post-test after treatment.

In this research the researcher use one class. The researcher use quasi experimental design to know the influence of using picture storybook in student's reading performance through a treatment.

## **B. Population, Sample, and Sampling Technique**

### **1. Population**

Population is the number of individuals examined is one study. According to Arikunto population is all of subject of research.<sup>35</sup> The population of this research is the student of the tenth classes of SMA N 1 KIBANG in academic year of 2016/2017. The total population in this research is 120 students who are divided into four classes.

### **2. Sample**

Sample is part of population that will be researched<sup>36</sup>. For this reason, the sample of this research take from the population of the tenth graders and focuses on class MIA 4 of SMA N 1 KIBANG in academic year 2016/2017 which consist of 20 students.

### **3. Sampling technique**

The quality of a research is not only determined by a big number of a sample, but also by the valid theories and the data analysis. Suharsimiarikunto explains that if the subjects are less than 100 people, all subject are used but if the subject more than 100 people, the

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<sup>35</sup>SuharsimiArikunto, *Op.Cit*, p.130

<sup>36</sup>*Ibid*, p. 131

subject used are just 10-15% or 20-25%.<sup>37</sup> Therefore all subjects in this research are involved.

The sampling technique will be used by in this research is purposive sampling technique. So, the researcher uses a purposive sampling technique because the researcher chooses the class that still bad in reading comprehension

### **C. The Operation Definition of Variables**

Operational definition is definition which base on characteristic of the things that will be defined, can be observed and measured. It means that operational definition of the things that can be defined, observed and measured by the researcher. Variable is the object of central researcher.<sup>38</sup> There are two variables in this research, while the operational definition of variables as follows:

#### **1. Independent Variable**

The independent variable is the factor that manipulated or controlled by the researcher.<sup>39</sup> Independent variable of this research is using picture storybook (X). Picture storybook is media in teaching learning process to reinforce classroom vocabulary and increase reading comprehension. This variable will be measured through direct observation by observing the teacher performance in implemented the picture storybook in reading learning activities. The measured

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<sup>37</sup>*Ibid*, p. 306

<sup>38</sup>SuharsimiArikunto, *Op.Cit*, p.118

<sup>39</sup> Geoffrey Mercayk, *Essential of Research Design Methodology*, (New Jersey: John Willey & Sons inc, 2005), p.84

instrument is observation guidelines which consist of score 1-5 and consist of 20 questions. So that the maximum score is 100, and the minimum score is 20.

As for the indicators of independent variables:

- 1) The teacher gives the picture storybook to the student.
- 2) The teacher asks the students to read the picture storybook
- 3) The teacher asks the students are able to identify the meaning by using picture storybook.
- 4) The teacher asks the students are able to find the fact and detail of the text by using picture storybook.
- 5) The teacher asks the students are able to understand the content in the story by using picture

## **2. Dependent Variable**

The dependent variable is measure of the effect (if any) of the independent variable.<sup>40</sup> Dependent variable of this research is reading comprehension ability (Y). Reading comprehension ability is the activities that require the readers to read text meticulously in order to understand the meaning of the selected reading. This variable will be measured through essay test. Where each question consist of score 20 which consist of question 5 questions, so that the maximum score is 100, and the minimum score is 0.

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<sup>40</sup>*Ibid*, p.44

As for indicator of dependent variable:

- 1) The students are able to identify the meaning by using picture storybook.
- 2) The students are able to find the topic a list of word.
- 3) The students are able to identifying the topic of a paragraph.
- 4) The students are able to understand the content in the story by using picture.

#### **D. Data Collection Method**

To collect the data, the researcher used the test, observation and documentation method.

##### **1. Test**

Test is an examination of someone's knowledge or ability, consisting of question for them to answer or activities for them to perform.<sup>41</sup> According to SuharsimiArikunto, "test is a series of question or exercises and other tools used to measure the skill, knowledge, intelligence or talent abilities possessed by individuals or groups."<sup>42</sup> It means that the test is that most of research used test as the main tool to measure the aspect.

In conclusion, the researcher used the test to collect the data. The researcher used pre-test and post-test as data collection method to

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<sup>41</sup> A. S Hornby, *Oxford Advanced Learner's Dictionary*, (New York, Oxford University Press, 2000), p.196

<sup>42</sup> SuharsimiArikunto, *Procedure Penelitian Suatu Pendekatanpraktek*, (Jakarta: RinekaCipti, 2006), p.32

measure the student's reading comprehension by using essay test. Essay test was about the student to be able find content about the theme of the picture storybook which they get from the researcher. This test chooses by the researcher because to know the student successful learning outcomes during at the tenth grader especially in reading comprehension by using picture storybook.

## **2. Observation**

According to Arikunto observation is an activity to observe by using sense.<sup>43</sup> Observation is the data collecting method that has goal of observation to explain condition of SMA N 1 KIBANG that covering the situation of teachers and state employees students and learning activities. Moreover, the researcher also observed the teacher performance in using the picture storybook on the process of learning reading especially in tenth classes of SMA 1 KIBANG.

## **3. Documentation**

Suharsimi defines documentation as the method which is used to get information from written language or documents, such as books, magazine, role, note and other<sup>44</sup>. The researcher used the documentation method to get the detail information about the condition in the school, such as the teacher, the employee and the organization structure at SMA N 1 KIBANG.

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<sup>43</sup>*Ibid*, p.272

<sup>44</sup>Suharsimi Arikunto, *Op.Cit*, p.158

## E. Research Instrument

The Functional of using research instrument is also to get the data that useful when the research has done to collect information in the field. The research instrument the collecting the data the research used test.

### 1. Instrument blueprint

In this research, the researcher will apply the instrument blueprint as the research instrument that can be elaborate as follow:

No	Variable	Indicator	Form of test	Items
1	Independent variable (picture storybook)	1. Student must be able to find a content based on the theme of picture storybook  2. Student must be to find the fact and detail of the text by using picture storybook.		
2	Dependent variables (reading comprehension ability)	1. The students are able to find the topic a list of word.  2. The students are able to identify the meaning by using picture storybook.	Essay	

## F. Data Analysis Technique

To investigate whether there is the influence of using picture storybook toward student reading comprehension ability at the tenth graders of SMA N 1 KIBANG, the researcher uses one step data analysis technique as follow:

To know the significant of influence of using picture storybook toward students reading comprehension ability at the tenth graders of SMA N 1 KIBANG, the researcher will use the form of paired t-test by using experiment present post the design. Suharsimiarikunto explains that the formulas to count the effect of treatment as follow.<sup>45</sup>

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Explanation:

$\chi^2$  = chi-square obtained

$f_o$  = observed frequency

$f_e$  = excepted frequency

The researcher also uses simple statistical formula to comparing the result of the pre-test and the post-test. The data will be analyzedby using T-test

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<sup>45</sup> Arikunto, *Op.Cit*, p.86



formula to know the significant and treatment effect. Before analyzing the data by using T-test, the researcher will account the variants of populations.

$$t = \frac{\sum D}{\sqrt{\left[ \frac{(N \sum D^2 - (\sum D)^2)}{N-1} \right]}}$$

Explanation:

T = Score of T-test

$\sum D$  = Total of difference between pretest and post test

$\sum D^2$  = Total of the difference between pre test and post-test (quadratic<sup>2</sup>))

N = Total of the participants<sup>46</sup>

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<sup>46</sup>AnasSudijono, *PengantarStatistikPendidikan*, Raja GrafindoPersada, Jakarta, 2001, p.289

## **CHAPTER IV RESEARCH RESULT AND DESCRIPTION**

### **A. Data Description**

Data description embraces research area profile and research variable data.

#### **1. Research area profile**

##### **a. Brief history of SMA N 1 KIBANG**

SMA N 1 KIBANG was established in 2001 and it is located at Kibang street East Lampung. The Senior High School 1 Kibang had been guided by 5 principal. The first principal was DRS. MohYaminNugroho had guided senior Suwanto as the second principal in 2003-2005. After that, WidodoS.ag continuous the leadership in 2005-2008.

Furthermore, Dra.Wahidah had guided Senior High School 1 Kibang in 2009-20011. Alternately, Dra. Dewi Wasturi, Mm.Pd as the fifth had guided Senior High School 1 Kibang in 20011 and in 2009 up to now.

##### **b. The Building of SMA N 1 Kibang**

This school is one of favorites Senior High School in Kibang, it was because the school had a good achievement either in academic or non-academic, especially in boy scouts. Base on the gaining data of Senior High School 1 Kibang, it had 19 classes from the tenth graders to the

twelve graders with total students of 618 students in academic year 2014/2015.

Base on the writer's research, the school was built on its own building and begin to operate in 2001, with 1 unit building which consist of six locals for teaching learning activity and 1 local for office. Now, there are 31 rooms in SMA N 1 Kibang use for teaching learning process, they are 19 rooms for classes, 2 rooms for headmaster and vice head, one for office, one laboratory computer, a laboratory science, a library and toilets.

The below data of the students at the tenth graders in senior high school 1 Kibang in the last years as follow:

**Table.2**

**The data of the tenth graders in last four years**

<b>Academic Year</b>	<b>Tenth Grader</b>	
	<b>Total of the students</b>	<b>Total of the classes</b>
<b>2010/2011</b>	<b>214</b>	<b>6</b>
<b>2011/2012</b>	<b>219</b>	<b>6</b>
<b>2012/2013</b>	<b>247</b>	<b>7</b>
<b>2013/2014</b>	<b>216</b>	<b>6</b>

**c. The condition of building of sma N 1 kibang**

SMA N 1 Kibang has a permanent infrastructure which divided into several rooms for supporting the teaching learning process, such as :

**Table.3**  
**The Condition of Building of SMA N 1 Kibang**

No	Building	Total	Condition
1.	Headmaster room	1	Good
2.	Vice Headmaster room	1	Good
3.	Teacher room	1	Good
4.	Administration room	1	Good
5.	Reception room	1	Good
6.	Library	1	Good
7.	Canteen	1	Good
8.	Kitchen	1	Good
9.	Classroom	6	Good
10.	Toilet Teacher	1	Good
11.	Toilet Student	2	Good
12.	BK room	1	Good
13.	UKS room	1	Good
14.	Scout	1	Good
16.	Musholla	1	Good
17.	Volly Ball field	1	Good
18.	Football field	1	Good

Source: Observation Result in SMA N 1 Kibang on January,

**d. The teacher and the students of SMA N 1 Kibang**

The total numbers of the students SMA N 1 Kibang are 380 students and following is the table of the student's situation based on the gender and level class.

**Table.3****Number of student SMA N 1 Kibang**

No	Class	Male	Female	Amount
1	X	100	110	210
2	XI	55	35	90
3	XII	30	50	80
	Total	185	195	380

**Table.4****Qualification of Teacher Based on Their Education Grade**

Qualification of Teacher Based on Their Education Grade						
No	Educational Grade	Amount and status				Total
		GTT/PNS		GTT/GB		
		Male	Female	Male	Female	
1	S2/S3		-	-	-	-
2	S1	21	37	-	-	58
3	D3/Sarmud	1	4	-	-	5
4	D2	1	3	-	-	4
5	D1	3	2	1	-	6
6	SMA/An equal	-	-	-	-	-
	Amount	26	46	1		73

**e. The Condition of Teachers and Official Staff in SMA N 1 KIBANG in The Academic Year of 2015/2016**

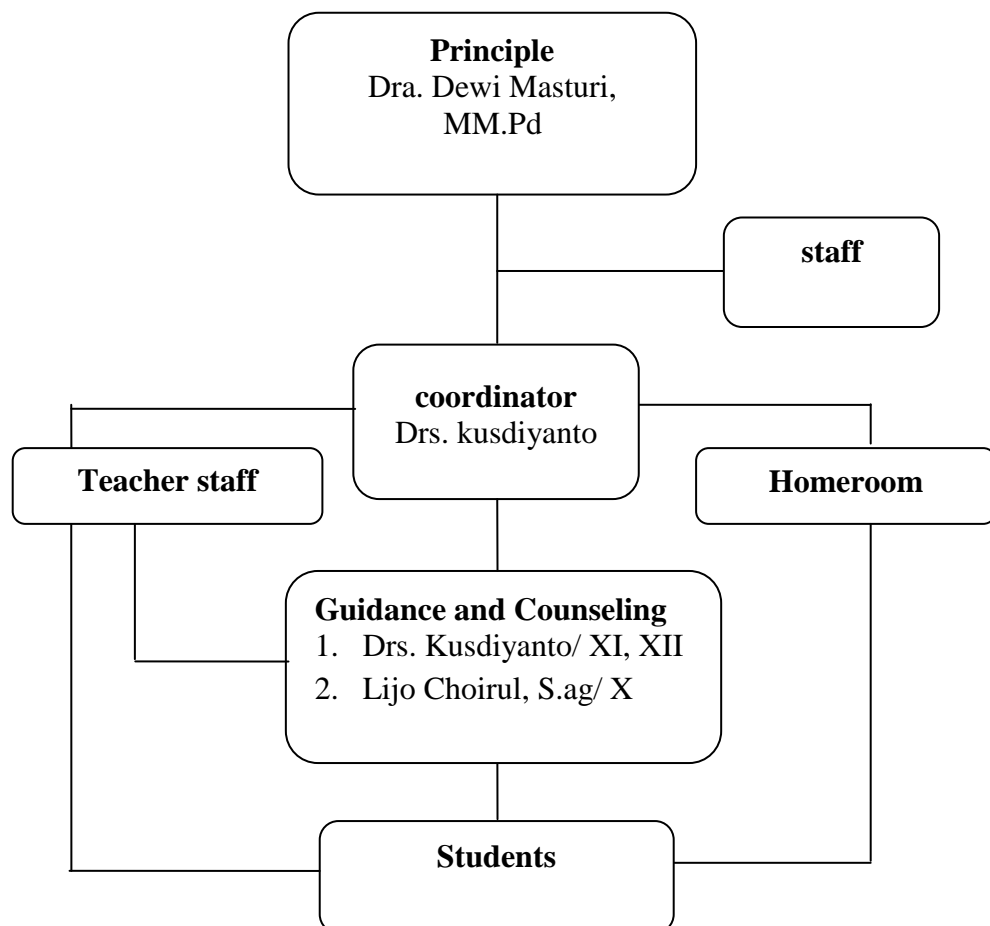
SMA N 1 KIBANG has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of SMA N 1 KIBANG who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process. The descriptions of human resources are as follow:

**Table.5****The list of teachers and employees of MTs SMA N 1 kibang**

<b>No</b>	<b>Name</b>	<b>NIP/NUPTK</b>	<b>Occupation</b>
1	Dra. Dewi Masturi, MM,Pd	19581011198702201	Principal
2	Jubaidah, S.Ag		Fiqih Teacher
3	Nurhayati, S.Pd.I	8946759660210102	Al-Qur'an Hadits and Tahfidz Teacher
4	EndangPujiRahayu, S.E	9655758659300032	Social teacher
5	WahyuDesi S, S.Pd	553676869220003	Math teacher
6	EnyNurhayati, S.Pd	10813280192001	Science teacher
7	RatnaRohmaningsih, S.Pd	6153767668210023	Indonesian Teacher
8	AndriFebriansyah	10813280193001	Science Teacher
9	Mulyadii, S.Pd		English teacher
10	Amirudin, S.Pd	8957767668110022	Penjasorkes teacher, Pra-karya teacher
11	M.Sohib, S.Pd		Islamic History Teacher
12	Wahyudi, S.Pd	10813280189002	Art & Culture teacher
13	AsyifaulAevi M., S.Pd	2442767666210003	Arabic, and Tahfidz Teacher
14	Marlina diana	-	Lampung language

			teacher
15	Syafiqoh	3737763664300132	Qur'an H. Teacher
17	Kaniatun	-	Guidance & Counseling teacher
18	Ernawati	10813280176001	Civilization Teacher
19	SitiKhotimah		Staff of administration
20	Cipto		Guardian scholl
21	Supinah	10813280189001	Head of Adminitrasion

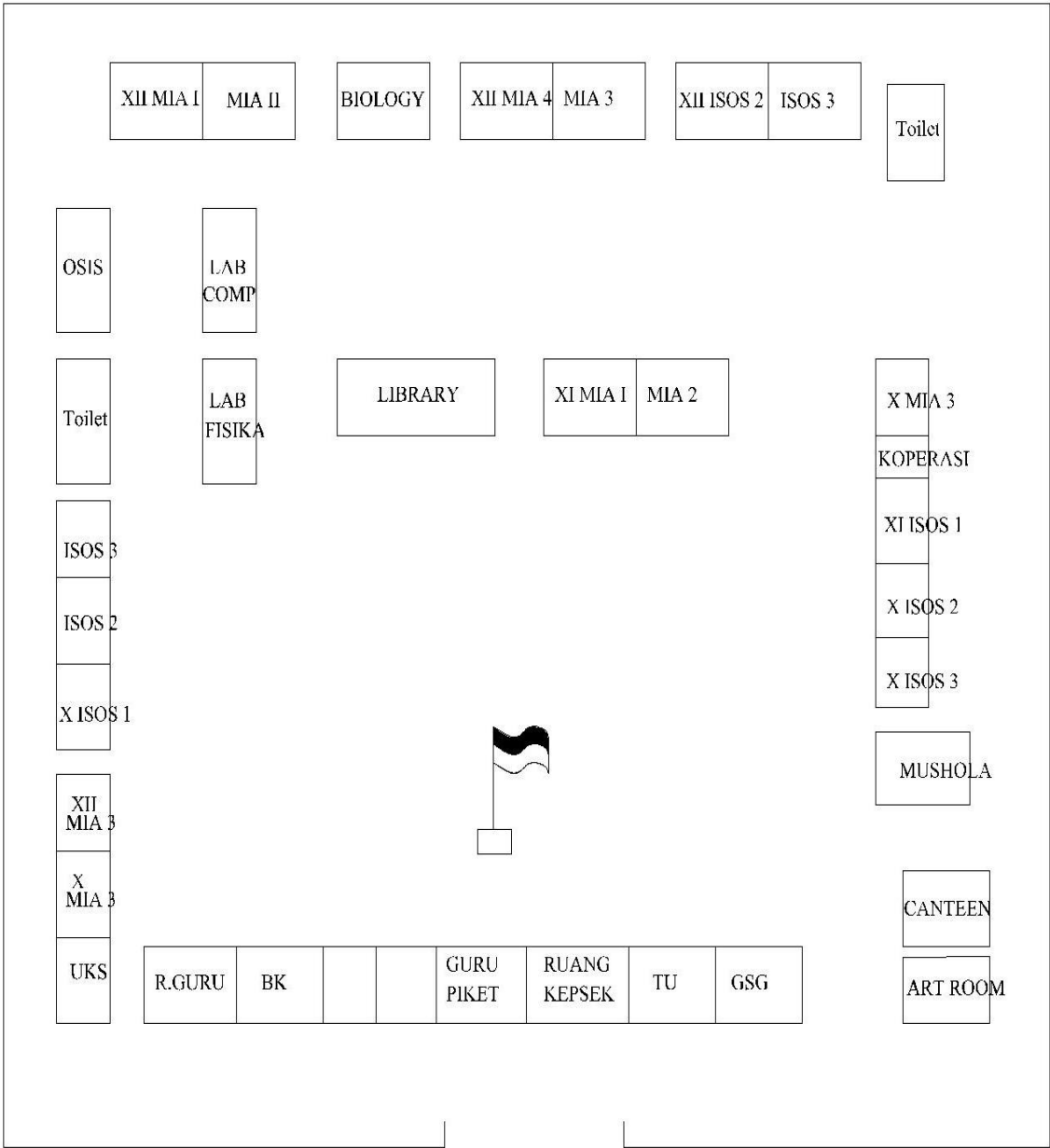
Source: Observation Result in SMA N 1 KIBANGon Januari, 13<sup>th</sup> 2016

**Figure 2****Organization Structure of SMA N 1 kibangin Academic Year of 2015/2016**



**Figure. 3**

**Location Sketch of SMA N 1 Kibang in Academic Year of 2015**



## 2. Research data

### a. Pre-test result

To know the comprehension of the students before giving treatment without using picture storybook, the students were given a pre-test that must be done individually.

The teacher asked them to do 25 multiple choices, the time given 40 minutes.

To measure the student's reading comprehension the writer tested the student by giving them multiple choice English tests.

The result of pre-test reading comprehension can be identified as follows:

**Table.5**

**The pre-test result of tenth graders of SMA N 1 Kibang**

No	Students Name	Gender	Score	Explanation
1	MS	M	84	High
2	PW	M	76	Average
3	NR	M	72	Average
4	DA	M	56	Low
5	DE	F	80	Average
6	AR	M	88	High
7	FR	M	84	High
8	MW	F	58	Low
9	IW	F	84	High
10	AF	F	84	High
11	IP	F	64	Low
12	YN	M	86	High
13	MI	F	84	High
14	AL	M	72	Average
15	ZS	M	80	Average
16	IM	F	66	Low
17	HF	F	76	Average
18	IB	M	60	Low

19	IS	F	66	Low
20	MA	F	80	Average
	$\sum X$		1500	
	$\bar{X}$		75	

Source: The Student Result of Pre-test Score of Students' Reading Comprehension in SMA N 1 KIBANG on February, 2016

Based on the result Pre-test reading comprehension above, the writer measured the class interval using the formula according to SuharsimiArikunto's opinion, as follows:

$$R = t - r$$

Note:  $R$  = Class Interval

$$t = \text{the Highest Score} = 88$$

$$r = \text{the lowest Score} = 50$$

$$R = 88 - 56$$

$$= 32$$

$$K = 1 + 3,3 \log 20$$

$$= 1 + 3,3 \cdot 1,30$$

$$= 1 + 4,29$$

$$= 5,29 \rightarrow 5$$

$$P = \frac{R}{K}$$

$$= \frac{32}{5}$$

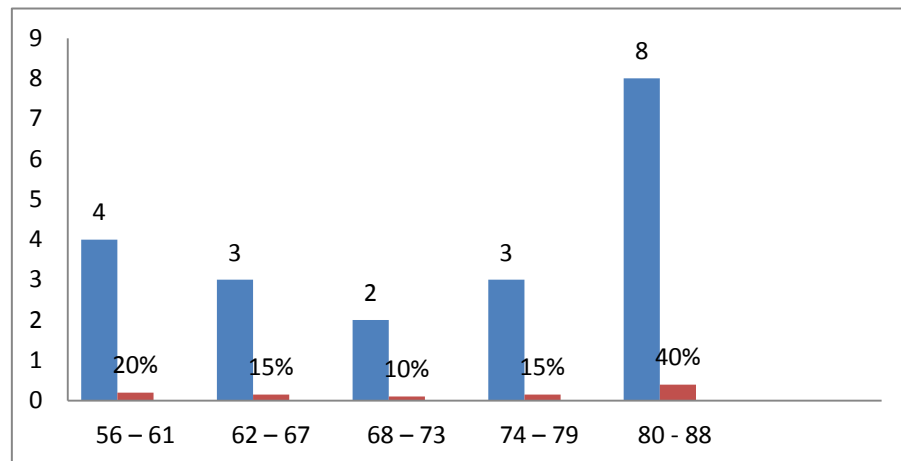
$$= 6,4 \rightarrow 6$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows

**Table.6**  
**The Table of Frequency Distribution of Pre-test Score**

No	Class Interval	Frequency	Percentage
1	88 – 80	8	40%
2	79 – 74	3	15 %
3	73 – 68	2	10%
4	67– 62	3	15 %
5	61 – 56	4	20 %
Total		20	100 %

**Picture.1**  
**Chart of the Student's Score Pre Test**



Based on the table frequency and chart, it shows that the score pre-test at the high level is 10 (40%) in score 80-88, at the average level is 4 (20%) in score 68-79 and at the level low is 6 (20%) in score 56-67. So, the result of pre-test reading comprehension ability is at the high level.

#### **a. Post-test**

After knowing the pre-test result of the student's reading comprehension, then the teacher gave treatment by using picture storybook. In using the picture story book the writer gave explanation

through the interesting text, so the student felt interesting and not boring to follow the teaching learning process. In the end the teacher gave the post-test to know the result of reading comprehension after giving treatment by using picture storybook.

To measure the student reading comprehension after giving the treatment, the writer tested the student by giving them multiple choice test, and these are the result of reading comprehension test:

**Table.7**  
**The English Learning Result at the tenth grade of SMA N 1 Kibang in the Academic Year of 2016/2017**

No	Students Name	Sex	Score	Explanation
1	AS	F	92	High
2	LR	F	84	High
3	DJ	M	80	High
4	APS	F	68	Low
5	NA	F	80	Average
6	MF	F	96	High
7	ABP	M	92	High
8	MRZ	M	64	Low
9	AFZ	F	76	Average
10	ADF	F	72	Low
11	AS	M	72	Low
12	ISD	F	92	High
13	AS	M	88	High
14	AM	M	80	Average
15	WAP	M	76	Average
16	WP	M	72	Low
17	ENF	F	78	Average
18	M	F	64	Low
19	SH	M	88	High
20	EMA	F	68	Average
	$\sum X$		1582	
	$\bar{X}$		79,1	

Source: The Student result of post-test Score of Students' Reading Comprehension in SMA N 1 KIBANG on February, 2016

Based on the student English learning result above, the writer measured the class interval using the formula according to SuharsimiArikunto's opinion, as follows:

$$R = t - r$$

Note: R = Class Interval

$$t = \text{the Highest Score} = 96$$

$$r = \text{the lowest Score} = 64$$

$$R = 96 - 64 = 32$$

$$K = 1 + 3,3 \log 20$$

$$= 1 + 3,3 \cdot 1,30$$

$$= 1 + 4,29$$

$$= 5,29 \rightarrow 5$$

$$P = \frac{R}{K}$$

$$= \frac{32}{5}$$

$$= 6,4 = 6$$

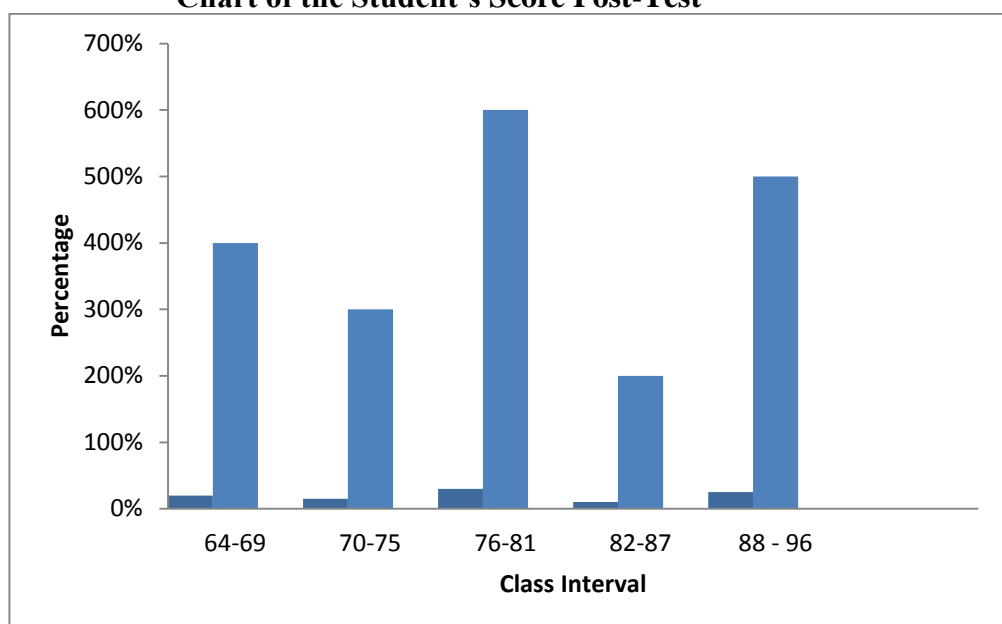
After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

**Table. 8**  
**The Table of Frequency Distribution of Post-test Score**

No	Class Interval	Frequency	Percentage
1	96 – 88	4	20 %
2	87 – 82	3	15 %

3	81 – 76	6	30 %
4	75– 70	2	10%
5	69– 64	5	25 %
Total		20	100 %

**Picture.2**  
**Chart of the Student's Score Post-Test**



Based on the table and chart, it shows that post-test at the high level is 7 (35%) in score 82-96, at the average level is 6(30%) in score 76-81 and at the level low is 7 (35%) in score 64-75. So, the result of post-test result is at the high level.

## B. Hypothesis Testing

After the writer collect the data through test, documentation, observation, the writer analyzed the data by using analysis of Chi-Squared in order to find whether there is the influence of the teacher's professional competence toward the students English learning result at the tenth graders of SMA N 1 KIBANG in the Academic Year of 2016/2017 as follows:

Preparing the table in order to find whether there is the influence of using picture storybook on the reading comprehension at the tenth graders of SMA N 1 Kibang in the Academic Year of 2016/2017.

**Table.9**  
**Distribution Frequency Data about The List of Pretest Score and Post test Score Students' Reading Comprehension at tehth Grade of SMA N 1 KIBANG**

No	Th Score of Pre-test	Category	The Score of Post Test	Category
1	84	High	92	High
2	76	Average	84	High
3	72	Average	80	High
4	56	Low	68	Low
5	80	Average	80	Average
6	88	High	96	High
7	84	High	92	High
8	56	Low	64	Low
9	84	High	76	Average
10	84	High	72	Low
11	64	Low	72	Average
12	86	High	92	High
13	82	High	88	High
14	72	Average	80	Average
15	80	Average	76	Average
16	66	Low	64	Low
17	76	Average	78	Average
18	60	Low	64	Low
19	66	Low	88	High
20	80	Average	68	Average



**Table.10**  
**Recapitulation Frequency Data about The List of Pretest Score and**  
**Post test Score Students' Reading Comprehension at tehth Grade of**  
**SMA N 1 KIBANG**

Post Test PreTest	High	Average	Low	Total
High	5	1	1	7= <sup>r</sup> N
Average	1	5	1	7= <sup>r</sup> N
Low	1	1	4	6= <sup>r</sup> N
Total	7= <sup>c</sup> N	7= <sup>c</sup> N	6= <sup>c</sup> N	20

According to the frequency obtained ( $f_0$ ) from the table above, so as to obtain the value expected ( $f_h$ ) of the samples with the following formula:

$$f_h = \frac{\text{TotalRow} \times \text{TotalColomn}}{N}$$

Note:  $f_h$ = Frequency of Expectetion

The next step is the writer makes the work table to calculate the chi-Squared ( $\chi^2$ ) as the following table with the formula:

$$\chi^2 = \frac{(f_0 - f_h)^2}{f_h}$$

Note : $\chi^2$ = Chi Quadrat

$f_0$ = Frequency of Observation

$f_h$ = Frequency of Expectetion

**Table.11**  
**The Calculation of Chi-Squared data about Pre-test and Post-test at**  
**the tehth Graders of SMA N 1 Kibang in the Academic Year**  
**2016/2017**

No	$f_0$	$F_h$	$f_0 \cdot f_h$	$(f_0 \cdot f_h)^2$	$\frac{(f_0 - f_h)^2}{f_h}$
1	5	$\frac{7 \times 7}{20} = 2,45$	2,55	6,502	2,654
2	1	$\frac{7 \times 7}{20} = 2,45$	-1,45	2,102	0,858
3	1	$\frac{7 \times 6}{20} = 2,1$	-1,1	1,21	0,576
4	1	$\frac{7 \times 7}{20} = 2,45$	-1,45	2,102	0,858
5	5	$\frac{7 \times 7}{20} = 2,45$	2,55	6,502	2,654
6	1	$\frac{7 \times 6}{20} = 2,1$	-1,1	1,21	0,576
7	1	$\frac{7 \times 7}{20} = 2,1$	-1,1	1,21	0,576
8	1	$\frac{7 \times 7}{20} = 2,1$	-1,1	1,21	0,576
9	4	$\frac{6 \times 6}{20} = 1,5$	2,5	6,25	4,166
<b>Total</b>				<b>28.298</b>	<b><math>\chi^2 = 13,494</math></b>

The  $\chi^2$  is 13,494. The “ $\chi^2$ ” is the result of calculation by using Chi-Square above.

The significant influence of using picture storybook on the reading comprehension at the tenth graders of SMA N 1 Kibang in the academic year of 2015/2016.

Based on calculations and data analysis by using the chi-squared formula obtained the value  $\chi^2$  of 5.968. Then the value is compared to  $\chi^2$  table. By looking at the table above, can be searched  $dk = (k-1) (b-1) = (3-1) (3-1) = 4$ . So the value of  $\chi^2$  table at the 5% significance level of 9.487 and the 1% significance level of 13.277. Furthermore, if  $\chi^2$  count compared with  $\chi^2$  table it can be obtained the value of  $\chi^2$  observed  $> \chi^2$  tables, both at a significance level of 5% and the 1% significance level ( $9.487 < 13.494 > 13.277$ ).

Therefore, based on the calculation and comparison of these values can be interpreted that  $H_0$  is accepted and  $H_a$  is rejected or there is no significant influence between using picture storybook on the students' reading comprehension on the class X MIA 4SMA N 1 Kibang.

To know the different score before and after using picture storybook, the researcher analyzed it as follows :

**Table 12**  
The differences score between Pre-test and Post-test in SMA N 1 KIBANG

No	Students Name	Sex	Score of pretest( $x_1$ )	Score of Post Test( $x_2$ )	$D (x_1 - x_2)$	$D^2 (x_1 - x_2)^2$
1	AS	F	84	92	-8	64
2	LR	F	76	84	-8	64
3	DJ	M	72	80	-8	64
4	APS	F	56	68	-12	144
5	NA	F	80	80	0	0
6	MF	F	88	96	-8	64
7	ABP	M	84	92	-8	64
8	MRZ	M	56	64	-8	64
9	AFZ	F	84	76	8	64
10	ADF	F	84	72	12	144
11	AS	M	64	72	-8	64
12	ISD	F	86	92	-6	36
13	AS	M	82	88	-6	36
14	AM	M	72	80	-8	64
15	WAP	M	80	76	4	16
16	WP	M	66	64	2	4
17	ENF	F	76	78	-2	4
18	M	F	60	64	-4	16
19	SH	M	66	88	-22	484
20	EMA	F	80	68	12	144
	$\sum X$				$\sum D = -78$	$\sum D^2 = 1604$
	$\bar{X}$					

Furthermore, to look how much the correlation between the independent variable towards the dependent variable then entered into the formula of T-test in order to get  $t_{\text{observation}}$ . So the researcher uses the formula as follows:

T = score of T-test

$\sum D$  = the total of differences between  $X^1 - X^2 = DS$

N = Total subject

$$t = \frac{\sum D}{\sqrt{\left[ \frac{(N \sum D^2 - (\sum D)^2)}{N-1} \right]}}$$

$$t = \frac{-78}{\sqrt{\left[ \frac{20 \cdot 1604 - (-78)^2}{20-1} \right]}}$$

$$t = \frac{-78}{\sqrt{\left[ \frac{(32080 - 6084)}{19} \right]}}$$

$$t = \frac{-78}{\sqrt{31759}}$$

$$t = \frac{-78}{36,98}$$

$$t = [-2,109] = 2,109$$

Therefore,  $t_{\text{observation}}$  is 2,109 as the result of the counting by using t-test formula above. To know critical value of T-test ( $t_{\text{table}}$ ), the researcher firstly counted the df, df is degree of freedom. The formulation of  $df = N - 1$ , the number of the research population.

$$Df = N - 1$$

$$= 20 - 1 = 19$$

**Tabel 12**  
Critical value of  $t_{table}$

Level of significant	5%	1%
d f 19	1,729	2,539

In df19 with  $t_{table}$  5% is 1,729 and 1% is 2,539 with the  $t$  –observation is 2,109. Then, the data confirm that  $t_{observation} > t_{table}$  or  $1,729 < 2,109 < 2,539$ . After knowing  $t_{table}$  and  $t_{observation}$  above, it can be seen the result as follow:

If  $t_{observation} > t_{table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.

If  $t_{observation} < t_{table}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

Finally, the data can be confirmed that “  $t_{observation}$  ” > “  $t_{table}$  ” with the significant  $2,109 > 1,729$ . It can be infered that  $H_a$  is accepted and  $H_o$  is rejected, it means that there was positive influence of using picture storybook on the reading comprehension at SMA N 1 KIBANG.

### C. Discussion

In this research, there are two variables. They are Picture Storybook (X) and ReadingComprehension (Y). The variable was tested by using calculation of chi-square to investigate whether there is influence of jigsaw technique toward student’s reading comprehension ability. It demonstrated that there was positive influence of using picture storybook on the student’s reading comprehension.

Reading comprehension ability is the process to get information from the written language in order to get meaningful message, knowledge, suggestion which is sent by the writer. But, there still many students find some difficulties in comprehending the reading text.

Teaching reading needed a right technique to be used in order to make it successful. Therefore, the teacher must be able to choose the proper media and should be creative to encourage the students to comprehend the reading text by using the right media. In this research, the writer has implemented a media by using picture storybook in order to reach the teaching learning objectives.

The result indicated that the students' ability in comprehending the reading text improved after they were taught by using jigsaw technique. Furthermore, if  $\chi^2$  count compared with  $\chi^2$  table it can be obtained the value of  $\chi^2$  observed  $> \chi^2$  tables, both were gained at a significance level of 5% and the 1% significance level ( $9.487 < 13.494 > 13.277$ ). This mean that the hypothesis proposed by the writer was accepted.

#### **D. Limitation**

This researcher was prevailed on the tenth graders of SMA N 1 KIBANGin the Academic Year of 2016/2017. So, the result of this research is only for this school. It could not be generalized as general result.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. CONCLUSIONS**

Some conclusions can be drawn as follow:

1. The media picture storybook can make teaching reading more effective
2. Teaching reading needed a right media to be used in order to make it successful. Therefore, the teacher must be able to choose the proper media and should be creative to encourage the students to comprehend the reading text by using the right media.
3. The student can more improved in reading by using media picture storybook.

#### **B. SUGGESTIONS**

1. For Students

Suggested to:

- a. The students should study more to comprehend reading comprehension.
- b. The students should be more active, if they do not understand about english lesson, they should ask to the teacher..

2. For the English teacher

Suggested to:

- a. The English teacher should deepen using media in english learning.
- b. The English teachers are suggested to enrich the knowledge.

3. For the headmaster

Suggested to:

The headmaster is hoped to be able to support the English learning process by preparing the facilitation and instrument completely.



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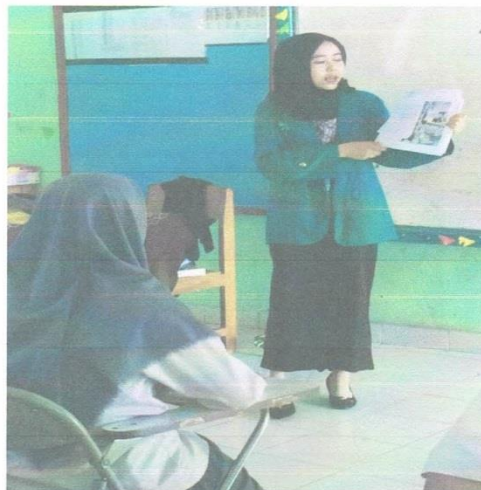
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## DOCUMENTATION

(The Teacher explains about the material )



V. = dk. pembilang



The teacher will share the media to the student



The teacher asks the childrens to make a circle and divide into several group



The teacher gives the test to the students



The teacher explains how to do the test to all the student



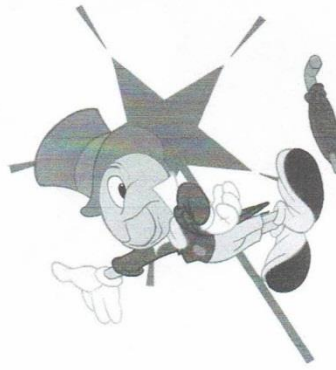
The teacher supervises the students in doing the tests



The student answer the question test



# Disney PINOCCHIO

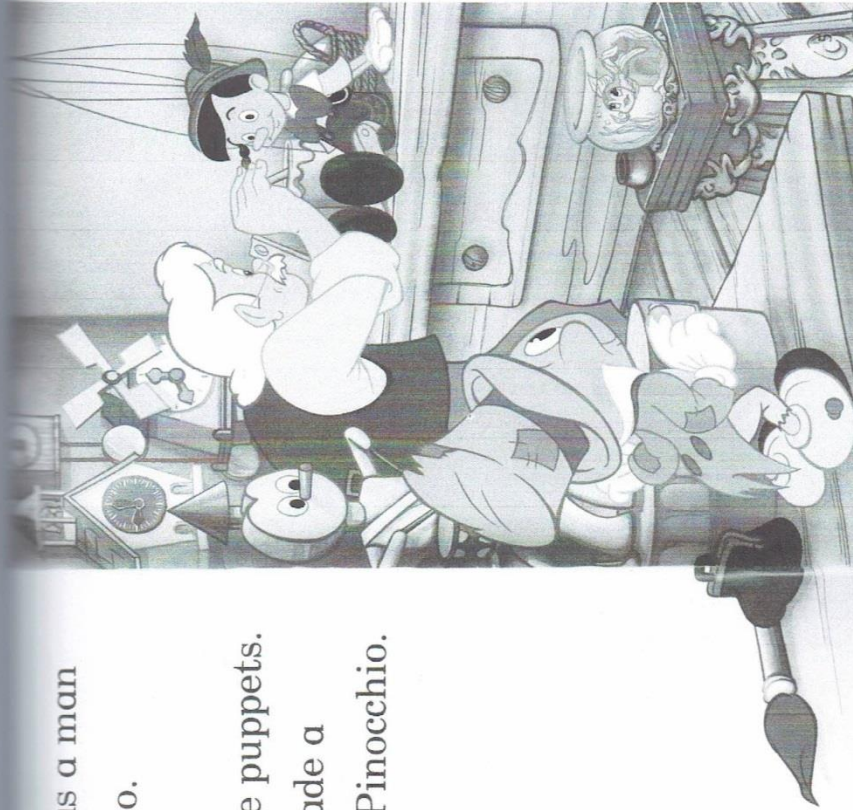


Ladybird

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Once there was a man  
called Geppetto.

Geppetto made puppets.  
One day he made a  
puppet called Pinocchio.





Post-Test

Reading

For Students' Reading Comprehension at Sma N 4 Kibang

Reading

➤ Direction

- Read first all existing matter carefully and then provide the answer by providing a cross (X) in the alternative. Answer a, b, c or d that you think is appropriate and in accordance with the reality.
- Give an honest answer.
- The answer that you give no effect on your score.

➤ Questions

- Choose the correct answers!

1. What the generic structure of the story above?
  - a. Resolution – orientation – complication
  - b. Orientation – complication – resolution
  - c. Orientation – description – complication
  - d. Description – complication – resolution
  - e. Complication – resolution – description
2. To tell story. The writer use...
  - a. Simple present tense
  - b. Simple past tense
  - c. Past perfect
  - d. Perfect tense
  - e. Present continuous tense
3. The first little pig built his house of...
  - a. Stick
  - b. Bricks
  - c. Straw
  - d. Tree branch
  - e. Root

4. The first pig built his house with straw because...
- He was lazy
  - He was sleepy
  - He was busy
  - He love to sing and dance
  - He played wit the second pig
5. "one day they went to build their own house".  
The word they in paragraph refers to..
- The first and the second pig
  - The first and the third pig
  - The second and the third pig
  - All the pigs
  - The big bad wolf and the pigs
6. How did the big bad wolf die?
- He blew the house too strong
  - The bricks dropped at his head
  - He feel into big pot of boiled water
  - He ate too much
  - He was kiled by the pig
7. "and he huffed, and puffed and blew the house down"  
The word he in paragraph refers to..
- The first pig
  - The big bad wolf
  - The second pig
  - The wolf and the pig
  - The third pig
8. "litle pig, little pig, let me come in..."he said.  
The word he in paragraph refers to..
- Big bad wolf
  - All the pigs
  - The wolf and all the pigs

- d. All the wolfs
  - e. The first pig
9. Which statement is true about the story?
- a. All the pigs played wit the wolf
  - b. The wolf was very lazy
  - c. All the pigs loved to sing a song
  - d. The second little pig built his house af sticks
  - e. The wolf was angry
10. What is the moral lesson of the story?
- a. Dont be a lazy person
  - b. Hard work and dedication pay off
  - c. We must respect our parents
  - d. Wasted your time to hard work
  - e. You must killed your enemy
11. What type of the text is used by the writer?
- a. Narrative
  - b. Report
  - c. Anecdote
  - d. Comparative
  - e. News item
12. To tell the plot, the writer's uses...
- a. rhetorical question and an exclamations
  - b. time sequences
  - c. contrastive evidence
  - d. past tense
  - e. concessive conjunctions
13. Along came a big, bad wolf. He went up to the house of straw. The word he in paragraph refers to...
- a. The first pig
  - b. The second pig
  - c. The big bad wolf

- d. The wolf and the dog
  - e. All the pigs
14. "Little pig, little pig, let me come in," said the big wolf. The underline word is refer to...
- a. The all pigs
  - b. The big wolf
  - c. The third pig
  - d. The stranger
  - e. The farmer
15. And he huffed, and he puffed and he blew...The word he in paragraph refers to..
- a. The farmer
  - b. The little pig
  - c. The big bad wolf
  - d. The second pig
  - e. All the pigs
16. What is the dominant structure used in the text?
- a. the simple present tense
  - b. the simple past tense
  - c. the present continuous tense
  - d. passive voice
  - e. imperative
17. The second little pig built his house of...
- a. sticks
  - b. straw
  - c. bricks
  - d. leaf
  - e. root
18. Who is climbed on top of the house...
- a. all the pigs
  - b. the second pig
  - c. the dog
  - d. the big bad wolf

- e. the stranger
19. The word "huffed" in paragraph closest in meaning to...
- a. Limited
  - b. Hidden
  - c. Pure
  - d. Blow
  - e. Push
20. The big wolf climbed on top of the house and...
- a. kill the pig
  - b. jumping
  - c. come down on the chimney
  - d. dancing with all the pig
  - e. blow the house
21. Which statement is true about the story?
- a. All the pigs played wit the wolf
  - b. The wolf was very lazy
  - c. All the pigs loved to sing a song
  - d. The second little pig built his house af sticks
  - e. The wolf was angry
22. Who is thw antagonis character in the story above?
- a. All the pigs
  - b. The little pig
  - c. The second pig
  - d. The bad wolf
  - e. The third pig
23. What is the dominant structure used in the text?
- a. the simple present tense
  - b. the simple past tense
  - c. the present continuous tense
  - d. passive voice
  - e. imperative

24. To tell the plot, the writer's uses...
- a. rhetorical question and an exclamations
  - b. time sequences
  - c. contrastive evidence
  - d. past tense
  - e. concessive conjunctions
25. The big wolf climbed on top of the house and...
- a. kill the pig
  - b. jumping
  - c. come down on the chimney
  - d. dancing with all the pig
  - e. blow the house

54

Name : MIFTA HUDIN  
Class : X<sub>MIA</sub> 4

## THE ANSWER SHEET

B 24

Cross (X) the Correct Answers: A, B, C, D or E

1	A	<del>B</del>	C	D	E
2	A	B	C	<del>D</del>	E
3	A	B	<del>C</del>	D	E
4	<del>A</del>	B	C	D	E
5	A	B	C	<del>D</del>	E
6	A	B	<del>C</del>	D	E
7	A	<del>B</del>	C	D	E
8	<del>A</del>	B	C	D	E
9	A	B	C	<del>D</del>	E
10	A	<del>B</del>	C	D	E

11	<del>A</del>	B	C	D	E
12	A	B	C	<del>D</del>	E
13	A	B	<del>C</del>	D	E
14	A	<del>B</del>	C	D	E
15	A	B	<del>C</del>	D	E
16	A	<del>B</del>	C	D	E
17	<del>A</del>	B	C	D	E
18	A	B	C	<del>D</del>	E
19	A	B	C	<del>D</del>	E
20	A	B	<del>C</del>	D	E

21	A	B	C	<del>D</del>	E
<del>22</del>	A	B	<del>C</del>	D	E
23	A	<del>B</del>	C	D	E
24	A	B	C	<del>D</del>	E
24	A	<del>B</del>	C	D	E

Score : 96

---GOOD LUCK---

Post-test

Name : Fitri Kartika  
Class : X MIA 4

### THE ANSWER SHEET

Cross (X) the Correct Answers: A, B, C, D or E

B: 23

1	A	<del>B</del>	C	D	E
2	A	B	C	<del>D</del>	E
3	A	B	<del>C</del>	D	E
4	<del>A</del>	B	C	D	E
5	A	B	C	<del>D</del>	E
6	A	B	<del>C</del>	D	E
7	A	<del>B</del>	C	D	E
8	<del>A</del>	B	C	<del>D</del>	E
9	A	B	C	<del>D</del>	E
10	A	<del>B</del>	C	D	E

11	<del>A</del>	B	C	D	E
12	A	B	C	<del>D</del>	E
13	A	B	<del>C</del>	D	E
14	<del>A</del>	B	C	<del>D</del>	E
15	A	B	<del>C</del>	D	E
16	A	<del>B</del>	C	D	E
17	<del>A</del>	<del>B</del>	C	D	E
18	A	B	C	<del>D</del>	E
19	A	B	C	<del>D</del>	E
20	A	B	<del>C</del>	D	E

21	A	B	C	<del>D</del>	E
22	A	B	C	<del>D</del>	E
23	A	<del>B</del>	C	D	E
24	A	B	C	<del>D</del>	E
24	A	<del>B</del>	C	D	E

Score : 92

---GOOD LUCK---



Name : Mariyanti  
Class : X MIA 4

### THE ANSWER SHEET

Cross (X) the Correct Answers: A, B, C, D or E

B=16

1	A	<del>B</del>	C	D	E
2	A	B	C	<del>D</del>	E
3	A	B	<del>C</del>	D	E
<del>4</del>	A	<del>B</del>	C	D	E
<del>5</del>	A	B	C	D	<del>E</del>
6	A	B	<del>C</del>	D	E
7	A	<del>B</del>	C	D	E
8	<del>A</del>	B	C	D	E
9	A	B	C	<del>D</del>	E
10	A	<del>B</del>	C	D	E

11	<del>A</del>	B	C	D	E
12	A	B	C	<del>D</del>	E
<del>13</del>	A	B	C	D	<del>E</del>
14	A	<del>B</del>	C	D	E
15	A	B	<del>C</del>	D	E
<del>16</del>	A	B	C	D	<del>E</del>
<del>17</del>	A	B	C	D	<del>E</del>
<del>18</del>	A	B	C	D	<del>E</del>
19	A	B	C	<del>D</del>	E
20	A	B	<del>C</del>	D	E

21	A	B	C	<del>D</del>	E
22	A	B	C	<del>D</del>	E
<del>23</del>	A	B	<del>C</del>	D	E
<del>24</del>	A	B	C	D	<del>E</del>
<del>25</del>	A	B	C	D	<del>E</del>

SCORE: 64

--GOOD LUCK--

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	(5) Rujukan kata <i>Topik</i> Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.	<b>Mengasosiasi</b> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>• Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>• Siswa membuat teks <i>recount</i> sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>• Siswa mempresentasikannya di kelas</li> <li>• Siswa membuat kliping teks <i>recount</i> dengan menyalin dari beberapa sumber.</li> <li>• Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p><i>recount</i>.</p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>• Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> <li>• Siswa diberikan pelatihan sebelum diuntut untuk melaksanakannya.</li> </ul>		
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam	Teks naratif lisan dan tulis berbentuk legenda sederhana. <i>Fungsi sosial</i> Meneladani nilai-nilai	<b>Mengamati</b> <ul style="list-style-type: none"> <li>• Siswa menyimak berbagai contoh teks legenda yang diberikan/ dipendengarkan guru</li> <li>• Siswa mengamati fungsi sosial, struktur</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks naratif</li> <li>• Kecepatan unsur kebahasaan:</li> </ul>	6 x 2 JP	<ul style="list-style-type: none"> <li>• Audio CD/ VCD/DVD</li> <li>• <u>SUARA GURU</u></li> <li>• Koran/ majalah berbahasa Inggris</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	moral, cinta tanah air, menghargai budaya lain. <i>Struktur</i> a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita <i>Unsur kebahasaan</i> (3) Kata-kata terkait karakter, watak, dan setting dalam legenda (4) Modal auxiliary verbs. (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (6) Rujukan kata <i>Topik</i> Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.	dan unsur kebahasaannya <ul style="list-style-type: none"><li>Siswa mengamati keteladanan dari cerita legenda</li><li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li></ul> <b>Mempertanyakan (questioning)</b> <ul style="list-style-type: none"><li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li><li>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li></ul> <b>Mengeksplorasi</b> <ul style="list-style-type: none"><li>Siswa membaca beberapa text legenda dari berbagai sumber.</li><li>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li><li>Siswa melengkapi rumpang dari beberapa teks legenda sederhana</li><li>Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li></ul>	tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan <ul style="list-style-type: none"><li>Kesesuaian format penulisan/ penyampaian</li></ul> <b>Unjuk kerja</b> <ul style="list-style-type: none"><li>Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ di depan kelas</li><li>Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif</li></ul> <b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: <ul style="list-style-type: none"><li>Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi</li><li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li><li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li></ul>		<ul style="list-style-type: none"><li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li><li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li><li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li></ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda.</li> <li>Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>Siswa membuat kipring teks legenda dengan menyalin dan beberapa sumber.</li> <li>Siswa membuat "learning journal"</li> </ul>	<p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam	Lagu sederhana <i>Fungsi sosial</i> Menghibur, mengungkapkan perasaan, mengajarkan	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya</li> <li>Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang</li> </ul>	<p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab,</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li><a href="http://www.youtube.com">www.youtube.com</a></li> <li>SUARA GURU</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16 Menangkap makna lagu sederhana.	pesan moral <i>Unsur kebahasaan</i> (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan  <i>Topik</i> Keteladanan tentang perilaku yang menginspirasi.	didengar <b>Mempertanyakan</b> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu</li> </ul> <b>Mengeksplorasi</b> <ul style="list-style-type: none"> <li>Siswa membacakan lirik lagu yang disalin kepada teman sebangkunya</li> <li>Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat</li> <li>Siswa berdiskusi tentang pesan lagu yang didengar</li> </ul> <b>Mengasosiasi</b> <ul style="list-style-type: none"> <li>Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</li> <li>Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin</li> </ul> <b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut</li> <li>Antarsiswa melakukan penilaian terhadap</li> </ul>	peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <b>Portofolio</b> <ul style="list-style-type: none"> <li>Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu</li> <li>kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <b>Penilaian Diri dan Penilaian Sejawat</b> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		<ul style="list-style-type: none"> <li>Koran/ majalah berbahasa Inggris</li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

## RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

Satuan Pendidikan	: SMA N 1 KIBANG
Kelas/Semester	: XI/1
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Teks naratif lisan dan tulis berbentuk legenda sederhana
Alokasi Waktu	: 2 x 45 Menit

### A. Kompetensi Inti

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

### B. Kompetensi Dasar dan Indikator Pencapaian

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.

- Indikator:
- a. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk legenda sederhana.
  - b. Siswa mampu memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk legenda sederhana.
  - c. Siswa mampu merespon fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk legenda sederhana.

### C. Tujuan Pembelajaran

Dengan kegiatan pembelajaran ini diharapkan siswa terlibat aktif dalam kegiatan pembelajaran dan bertanggungjawab dalam menyampaikan pendapat, menjawab pertanyaan, memberi saran dan kritik.

1. Menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran didalam wacana berbentuk *naratif* dan *news item*.
2. Merespon makna gagasan (ideasional) dan informasi factual dalam teks, *main ideas*, *supporting ideas* dan *detail*.

### D. Materi Bahasa Inggris

#### Pinocchio

Once there was a man called Geppetto.  
Geppetto made a puppets.  
One day he made a puppets called Pinocchio  
That night....(*terlampir*)

#### The three little pigs

One open a time there were three little pig.  
One day they went out to build their own houses.  
The first little pig built his house of straw.  
The second little pig....(*terlampir*)

### E. Model/Metode Pembelajaran

Pendekatan scientific.

### F. Media, alat, dan sumber pembelajaran

Alat tulis, Bahasa Inggris kurikulum 2013

### G. Kegiatan Pembelajaran

Pertemuan : Kc 1

Alokasi Waktu : 2 x 45 menit

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ol style="list-style-type: none"> <li>1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>2. Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>3. Menyampaikan tujuan pembelajaran yang akan di capai</li> <li>4. Melakukan apersepsi dengan mengajukan pertanyaan untuk mengarahkan siswa kemateri tentang ungkapan untuk menyatakan, memberi, dan menerima saran, dengan memberikan pertanyaan, digunakan dalam bidang apa saja dalam kehidupan sehari-hari, dll</li> <li>5. Membentuk kelompok siswa yang heterogen (dengan</li> </ol>	20 menit

	menerapkan prinsip tidak membedakan tingkat kemampuan berpikir, jenis kelamin, agama, suku, dll)	
	6. Guru memberikan buku berupa teks legenda kepada siswa	
<b>Inti</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks legenda yang diberikan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa mengamati keteladanan dari cerita legenda</li> <li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda.</li> <li>Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan</li> </ul>	50 menit



	unsur kebahasaannya.	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</li> <li>Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran</li> <li>Gurudanpeserta didik mengucapkan salam perpisahan</li> </ul>	20 menit

## H. Penilaian Hasil Belajar

### 1. Jenis/Teknik penilaian

- Tes tulis dan teks kinerja  
Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanya mengeksplorasi, mengasosiasi hingga mengkomunikasikan.

#### Sikap:

- Observasi, penilaian diri, teman sejawat (capaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.
- Jurnal, di dalam dan di luar kelas, berupa catatan pendidik.  
Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan ketrampilannya.

#### Pengetahuan:

Pengetahuan siswa tentang struktur teks, unsur kebahasaan dievaluasi dengan menggunakan tes tulis dan penugasan (PR)

#### Keterampilan:

Unjuk kerja/Praktik.

### 2. Pedoman Penskoran

#### Rubrik

##### a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan Skor
1.	Jujur	5: selalu jujur 4: sering jujur 3: kadang-kadang jujur 2: jarang jujur 1: tidak pernah jujur	
2.	Bertanggung jawab	5: selalu tanggung jawab 4: sering tanggung jawab 3: kadang-kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	
3.	Kerjasama	5: selalu kerjasama 4: sering kerjasama 3: kadang-kadang kerjasama 2: jarang kerjasama	

		1: tidak pernah kerjasama	
4.	Disiplin	5: selalu disiplin 4: sering disiplin 3: kadang-kadang disiplin 2: jarang disiplin 1: tidak pernah disiplin	
5.	Percaya diri	5: selalu percaya diri 4: sering percaya diri 3: kadang-kadang percaya diri 2: jarang percaya diri 1: tidak pernah percaya diri	

**b. Aspek Pengetahuan**

No.	Butir Sikap	Deskripsi	Perolehan Skor
1.	Penulisan	4 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
2.	Pilihan kata	5 = sangat tepat 4 = tepat 3 = cukup tepat 2 = kurang tepat 1 = tidak tepat	
3.	Tanda baca	5 = sangat tepat 4 = tepat 3 = cukup tepat 2 = kurang tepat 1 = tidak tepat	
4.	Kosakata	5 = sangat tepat 4 = tepat 3 = cukup tepat 2 = kurang tepat 1 = tidak tepat	

**I. Penilaian**

**1. Jenis/Teknik Penilaian**

- Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- Pengetahuan: tes tertulis

**2. Bentuk Instrumen**

**Instrumen penilaian sikap**

No.	Name	Sikap				Keterangan
		Tanggung Jawab	Peduli	Kerjasama	Cinta Damai	
1.						

2.						
3.						
4.						
39.						

**Keterangan:**

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

1= sangat kurang;

2= kurang konsisten;

3= mulai konsisten;

4= konsisten;

5= selalu konsisten.

**Penilaian Proyek**

Nama proyek :

Alokasi waktu :

Pembimbing :

Nama : (kelompok/pribadi)

Kelas :

No.	Aspek	Skor (1-5)					Keterangan
		1	2	3	4	5	
1.	<b>PERENCANAAN</b> Pembuatan teks tentang pemberian argumentasi						
2.	<b>PELAKSANAAN</b>						
	a. Isi						
	b. Struktur Teks						
	c. Kosakata						
	d. Kalimat						
	e. Mekanik						
3.	<b>LAPORAN PROYEK</b>						
	a. Performa						
	b. Penguasaan materi proyek						

Metro, februari 2016

Mengetahui,

Peneliti

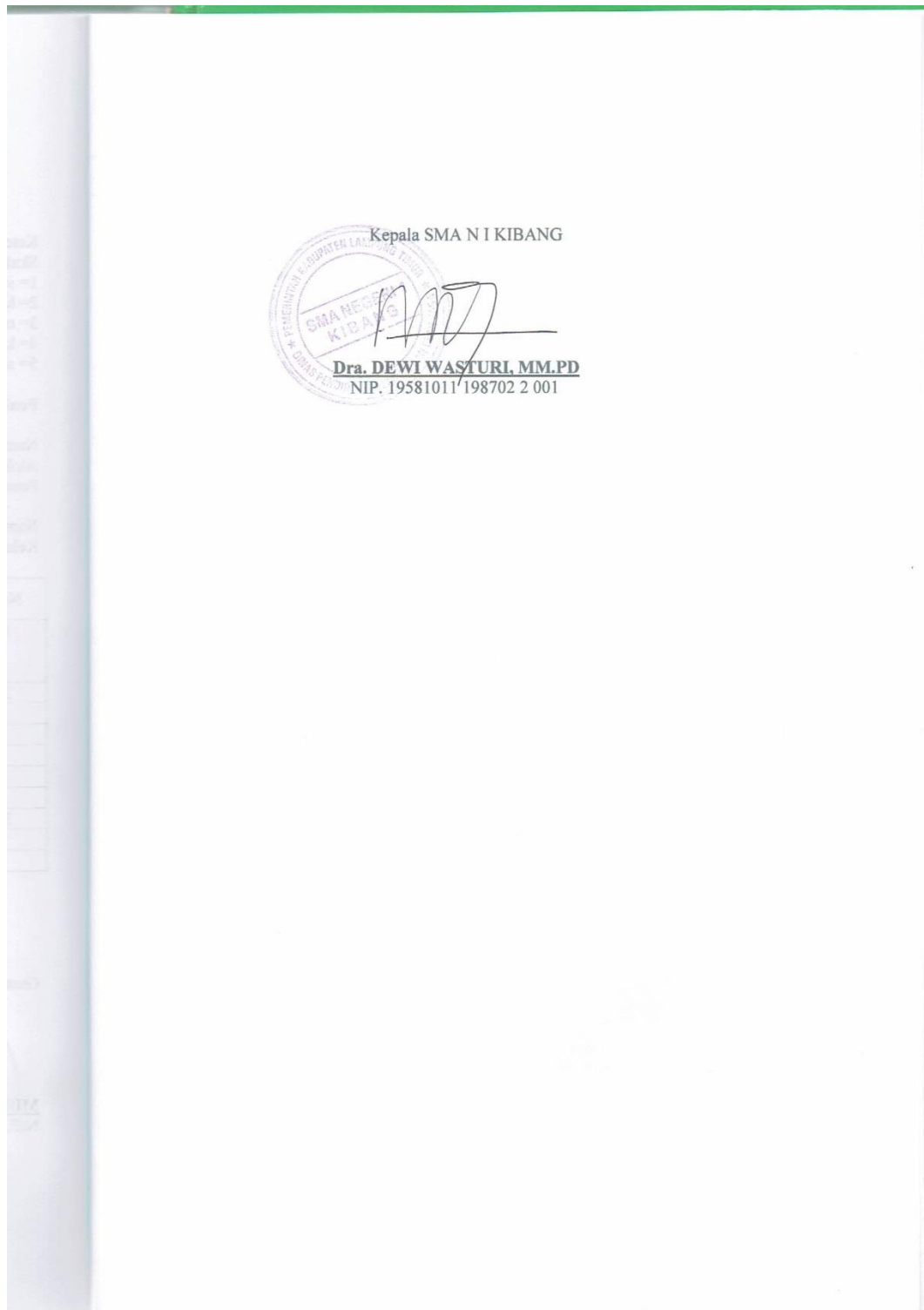
Guru Mata Pelajaran



**MULYADI S.Pd**  
NIP. 19770401 199503 1 002



**NURLAELY MAGHFIROH**  
NPM. 1176937





**PEMERINTAH KABUPATEN LAMPUNG TIMUR**  
**DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA**  
**SMP NEGERI 1 KIBANG**



Alamat: Jl. Harapan Margototo Metro Kibang Kab. Lampung Timur Kode pos: 34135 Telpn: 0725 7853123 email : smpn1kibanglantim@gmail.com

Nomor : 420/ 095 /11/SMP.1/2015

Lamp. : -

Hal : Izin Pelaksanaan PRA SURVEY

Kepada

Yth : Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro

Di

Tempat

Berdasarkan surat yang kami terima bernomor Sti.13/JST/PP.00.9/1854/2014 tertanggal 29 Oktober 2014 tentang Izin Pelaksanaan Pra Survei Program Study Bahasa Inggris , kami selaku pihak SMP Negeri 1 Kibang dan bertindak selaku Kepala Sekolah memberikan Izin kepada :

Nama : **NURLAELY MAGHFIROH**

NPM : 1176907


Judul Skripsi : **" THE INFLUENCE OF USING PICTURE BOOK  
TOWARD THE READING COMPREHENSION AT  
THE SEVENTH GRADES OF SMP NEGERI 1  
METRO KIBANG IN ACADEMIC YEARS 2014 /  
2015"**

Waktu : Sabtu, 10 Januari 2015 Sd selesai

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Kibang 08 Januari 2015  
 Kepala Sekolah  
  
**Drs. H. M. NGADENAN, M.Pd**  
 NIP. 19620602 199103 1 003





**PEMERINTAH KABUPATEN LAMPUNG TIMUR**  
**DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA**  
**SMP NEGERI 1 KIBANG**

---

Alamat: Jl. Harapan Margototo Metro Kibang Kab. Lampung Timur Kode pos: 34135 Telpn: 0725 7853123 email : smpn1kibanglantim@gmail.com

---

**SURAT KETERANGAN**  
 No: 800/109/11/SMP.1/2017

Yang bertanda tangan di bawah ini :

Nama	: <b>SRI SUHARTINI, S.Pd. M.M.</b>
NIP	: 19640915 199203 2 006
Jabatan	: Kepala Sekolah
Pangkat / Gol	: Pembina Tk.1/ IV b
Unit Kerja	: SMP Negeri 1 Kibang

Menerangkan bahwa :

Nama	: <b>NURLAELY MAGHFIROH</b>
NPM	: 1176907
Program Study	: Bahasa Inggris


Telah melaksanakan Pra Survey pada :

Hari dan tanggal	: Sabtu 10 Januari 2015 s/d selesai
Tempat	: SMP Negeri 1 Kibang Kab. Lampung Timur
Judul	: <b>"THE INFLUENCE OF USING PICTURE BOOK TOWARD THE READING COMPREHENSION AT THE SEVENTH GRADES OF SMP NEGERI 1 METRO KIBANG IN ACADEMIC YEARS 2014 / 2015"</b>

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Metro Kibang, 10 November 2017

Kepala Sekolah



**SRI SUHARTINI, S.Pd. M.M.**  
 NIP.19640915 199203 2 006





**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)  
JURAI SIWO METRO**

Jl. Ki Hajar Dewantara 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Website: [www.stainmetro.ac.id](http://www.stainmetro.ac.id), e-mail: [stainjusi@stainmetro.ac.id](mailto:stainjusi@stainmetro.ac.id)

Nomor : Sti.13/K.1/TL.00/5130/2015  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA SEKOLAH SMA N 1  
KIBANG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: Sti.13/K.1/TL.01/5129/2015, tanggal 23 Desember 2015 atas nama saudara:


Nama : NURLAELY MAGHFIROH  
NPM : 1176907  
Semester : 9 (Sembilan)  
Program Studi : Pendidikan Bahasa Inggris (PBI)

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 KIBANG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PICTURE STORYBOOK ON THE READING COMPREHENSION AT THE TENTH GRADE OF SMA N 1 KIBANG IN THE ACADEMIC YEAR OF 2015/2016".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Desember 2015  
Wakil Ketua I,

  
**Husnul Fatarib, Ph.D**  
NIP 197401041999031004



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)  
JURAI SIWO METRO**

Jl. Ki Hajar Dewantara 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Website: www.stainmetro.ac.id, e-mail: stainjusi@stainmetro.ac.id

**SURAT TUGAS**

Nomor: Sti.13/K.1/TL.00/5129/2015

Wakil Ketua I Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, Menugaskan Kepada Saudara:

Nama : NURLAELY MAGHFIROH  
NPM : 1176907  
Semester : 9 (Sembilan)  
Program Studi : Pendidikan Bahasa Inggris (PBI)

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 KIBANG, guna mengumpulkan data (bahan-bahan dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PICTURE STORYBOOK ON THE READING COMPREHENSION AT THE TENTH GRADE OF SMA N 1 KIBANG IN THE ACADEMIC YEAR OF 2015/2016".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,  
Pejabat Setempat

Dikeluarkan di : Metro  
Pada Tanggal : 23 Desember 2015

Wakil Ketua I,

Husnul Fatarib, Ph.D  
NIP 197401041999031004





**PEMERINTAH KABUPATEN LAMPUNG TIMUR  
SEKOLAH MENENGAH ATAS NEGERI 1 KIBANG  
KECAMATAN METRO KIBANG**



Jl. Raya Kibang Kecamatan Metro Kibang Lampung Timur Telp./Fax (0725)7853058 Kode Pos 34131  
Website : <http://www.sman1kibang.sch.id> E-mail : sman1kibang@gmail.com

Nomor : 420/ 095 /SMA.1/2016

Lamp : -

Hal : Izin Pelaksanaan RESEARCH

Kepada

Yth : Ketua Jurusan Tarbiyah Stain Jurai Siwo

Di

Tempat

Berdasarkan surat yang kami terima bernomor sti. 13/k.1/tl.01/5129/2015, tertanggal 23 desember 2015 tentang izin pelaksanaan Research Program Study Bahasa Inggris, kami selaku pihak sma n 1 kibang dan bertindak selaku kepala sekolah memberikan izin kepada :

Nama : NURLAELY MAGHFIROH

Npm : 1176907

Judul skripsi : "THE INFLUENCE OF USING PICTURE STORYBOOK  
ON THE READING COMPREHENSION AT THE TENTH  
GRADE OF SMA N 1 KIBANG IN ACADEMIC YEAR OF  
2015/2016"

Waktu : 22 FEBRUARI 2016 Sd selesai

Demikian surat ini kami buat agar dipergunakan sebagaimana mestinya.

Kibang, 22 Februari 2016

**Dra. DEWI WASTURI, MM.Pd**  
 NIP.19581011 198702 2 001



**PEMERINTAH KABUPATEN LAMPUNG TIMUR  
SEKOLAH MENENGAH ATAS NEGERI 1 KIBANG  
KECAMATAN METRO KIBANG**



Jl. Raya Kibang Kecamatan Metro Kibang Lampung Timur Telp./Fax. (0725) 7853058 Kode Pos 34131  
Website : <http://www.sman1kibang.sch.id> E-mail : sman1kibang@gmail.com

Nomor : 420/095/SMA.1/2016

Lamp : -

Hal : Pelaksanaan RESEARCH

Kepada

Yth : Ketua Jurusan Tarbiyah Stain Jurai Siwo

Di

Tempat

Berdasarkan surat yang kami terima bernomor sti. 13/k.1/tl.01/5129/2015, tertanggal 23 Desember 2015 tentang Surat Tugas Pelaksanaan RESEARCH Program Study Bahasa Inggris, kami selaku pihak SMA N 1 Kibang dan bertindak selaku Sekolah menyatakan bahwa :

Nama : NURLAELY MAGHFIROH

Npm : 1176907

Judul Skripsi : **"THE INFLUENCE OF USING PICTURE STORYBOOK ON  
THE READING COMPREHENSION AT THE TENTH GRADE  
OF SMA N 1 KIBANG IN ACADEMIC YEAR OF 2015 / 2016"**

Telah melakukan kegiatan RESEARCH pada tanggal 22 Februari 2016 sd selesai.

Demikian surat ini kami buat agar dipergunakan sebagaimana mestinya.

Kibang, 22 Februari 2016



**Dra. DEWI WASTURI, MM, Pd**  
NIP. 19581011198702 2 001

## CURICULUM VITAE



The name of the writer is Nurlaely Maghfiroh. She was born on Desember<sup>6<sup>th</sup></sup>, 1993 on Mesuji. She is the second child of 3 children. She was raised by her lovely parents, Mr. Ahmad juhairi and Mrs. Alfiana Indah Pangastuti.

She studied at SD N 2Kibang in (1999-2005). After finishing, she continued to junior high school at SMP N 1Kibang, East Lampung in (2005-2008). Then, she chose senior High School was at MA Darul A'mal Metro in (2008-2011).

After graduating from senior high school, she continued her study at STAIN JuraiSiwo Metro. She was registered a student of S1 English Education Study Program of State Islamic Collage (STAIN) Jurai Siwo Metro since 2011 until now.