

**ENGAGING A SECONDARY SCHOOL STUDENT  
IN ENGLISH READING CLASSROOM  
THROUGH PICTURE BOOK MEDIATED READING TASKS:  
A NARRATIVE INQUIRY**

**THESIS**



**UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER**

Author:

**WAHYUNI SUSANTI**  
**SRN T20186121**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF TARBIYAH AND THE TEACHER TRAINING  
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English Education Program

**By:**

**WAHYUNI SUSANTI**  
**SRN. T20186121**

**Approval by Advisor**



**Sandi Ferdiansyah, M.Pd**  
**NIP. 198503192019031004**

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**The Board of Examiners**

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(  )

2. Sandi Ferdiansyah, M.Pd

(  )

Approved by

Dean Faculty of Tarbiyah and Teacher Training

Achmad Siddiq Jember

  
Prof. Dr. Hj. Mukni'ah, M.Pd.I  
(NIP. 19640511199032001)

## MOTTO

Do not give up!

يَبْنَئِ اَذْهَبُوا فَتَحَسَّبُوا مِنْ يُوسُفَ وَ اَخِيهِ وَلَا تَايَسُوا مِنْ رَوْحِ اللّٰهِ اِنَّهٗ لَا يَايَسُ مِنْ رَوْحِ اللّٰهِ اِلَّا الْقَوْمُ الْكٰفِرُونَ

“O my children, go and seek news about Yusuf and his brother. Do not despair of Allah's mercy. Indeed, no one despairs of Allah's mercy, except those who disbelieve”.

(Q.S. Yusuf: 87)<sup>1</sup>



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<sup>1</sup> Qur'an Kemenag. Online version. Access from <https://quran.kemenag.go.id/surah/12/87> (Accessed on November 08 November 2022, 08.25 am).

## DEDICATION

I respectfully dedicate this thesis for:

1. Mrs. Sunnanik and Mr. Edi Yamin Susanto, My beloved parents who always never stop to give me support and always taking care of me. To my beloved mother who always remind me to eating or mealtime, and of course who always loves me well. To my hero that's my father who always support and motivates me to finish my thesis. They are my angels for in the world, they are so awesome. Even though I already married and have a child, I'm still look like a child to them.
2. Dodi Susanto and Moh. Bayu Permana Putra, My lovely brothers who always give me support and remind me to finish my thesis everyday and everytime who always help me to prepare my printer and my computer to finish my thesis.
3. Mr. Eko Mariyadi and my son Ezhar Fahreza Rahman, to my lovely husband who always accompanies, supports, and motivates me to finish my thesis. Who always taking care about me, and always remind me to mealtime. And for my son, even he stills in 2 years old, he always accompanies me to finish my thesis. When I was working on my thesis, he accompanied me while inviting me to play until he fell asleep.
4. Mery Marcela and Siti Hasanah , my best friends but they are look like my sisters. I just want to say thanks because they always support, help, and accompany me to gather the data of completing my thesis. And thank you, you spend your time to help and support me. I wish you luck on your future.

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6. All of lecturer of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has contributed a wealth of knowledge.
7. My participant who is willing to participate in my research project of using picture book media in learning reading comprehension.

The author realizes that this thesis has not yet reached perfection, both in terms of writing and language. For the sake of perfection of this thesis, the author gladly accepts criticism and suggestions for improvement in the contents of this thesis. Hopefully this thesis is useful for researchers.

Hopefully, Allah will reward all the extraordinary acts of kindness done by the people who helped me in completing this thesis.

Jember, 09 November 2022

Researcher

## ABSTRACT

**Wahyuni Susanti, 2022:** Engaging A Secondary School student in English Reading Classroom Through Picture Book Mediated Reading Tasks: A Narrative Inquiry

**Keywords:** *reading classroom, picture books, and summary writing*

Using picture books to teach reading comprehension is necessary for English as a foreign language (EFL) students in reading classes. Reading comprehension learning in the reading class is expected to help students build their understanding of the text they read. The current study aims to investigate how reading comprehension can promote student comprehension with summary reading assignments in a secondary school setting. Furthermore, this study focuses on the research question of how learning reading comprehension through picture books can engage a secondary school student in improving their understanding.

The researcher used a qualitative research approach and narrative inquiry as the research design. This research project was conducted in one of the junior high schools in Jember. Participants were taken from one of the 8th grade students who was 14 years old. Data were collected from three stages including classroom observation through taking photos of student learning activities, document analysis through student learning artifacts such as summary writing assignments, student daily journals, and semi-structured interviews through audio recordings. The data analysis that thematic analysis and transcribing data.

There are three main findings from in this study that 1) picture book mediated reading comprehension tasks can be used to mediate the participant to learn reading comprehension; 2) visual-based summary writing serves as a site for reading comprehension. The results of the study found that picture books are also expected to support and build the enthusiasm and attractiveness of the students to complete the learning of reading comprehension. In addition, the visual images read by the students became a fun learning media to avoid students' boredom in learning reading comprehension on reading task summary writing which aims to increase students' interest in learning English, especially in learning reading comprehension. For the last finding, it was reported that a student was motivated in learning reading comprehension by using picture book media. Because with the media in learning reading comprehension, UH is more interested in learning reading and understanding the reading text by combining text with visual pictures.

In conclusion, the use of picture books in learning reading comprehension has positive implications for both students and future teachers. Practical implication of the study is addressed in this study. First, from theoretical perspective, the picture book mediated reading comprehension tasks have a good impact on student's learning such as being able to improve students' understanding and skills in interpreting reading texts. Therefore, this study suggests that learning reading comprehension through picture books with reading assignments is necessary for students to develop students' understanding of the texts they read.

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## CHAPTER I

### INTRODUCTION

This chapter contains a variety of topics related to the current research including background of the study, research question, research objectives, research significances, and definition of key terms. The explanation about them as follow.

#### **A. Background of the study**

In English as a foreign language, (EFL) reading comprehension has become an essential skill to help students understand a variety of texts and its contexts. Students also need to be supported in reading EFL texts to become active meaning makers. Reading comprehension is the ability to process text, understand the meaning of the text and integrate the text with what the reader knows.<sup>2</sup> To add, that reading comprehension can use two main categories: 1) bottom-up processing the readers acquire meaning from the letters, words of a text and reconstruct the message, 2) top-down refers to the reader's ability to see the text as a whole to relate with the existing knowledge base, both processes are needed to get a message from a text.<sup>3</sup> Mental representation includes the information in the propositional content of the text that is integrated with the reader's knowledge to develop an understanding of what is read. To support this, that reading comprehension can help students play an important role in achieving text comprehension and describing the

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<sup>2</sup> Page, W. D. (2010). *Reading comprehension: The purpose of reading instruction or a red herring*. *Reading World*, 19(3), 223–231.

<sup>3</sup> Ahmadi, M. R., & Gilakjani, A. P. (2012). *Reciprocal teaching strategies and their impacts on English reading comprehension*. *Theory and Practice in Language Studies*, 2(10), 2053–2060.

understanding process<sup>4</sup>. Thus, educators can contrive activities that can enhance students' reading comprehension skills.

Teaching is an activity to help students learn, guide, and facilitate learning. Students also need media as a facility to improve their studies, especially on reading comprehension. Media in learning is utilized to develop students' success in learning and understanding texts. It is also easier to attract student's reading interest through media.<sup>5</sup> Additionally, teaching media is necessary to improve the way of teaching and learning for students by using media to generate interest and enthusiasm for students' learning especially in reading comprehension class.<sup>6</sup> Teaching media is an important and perhaps even fundamental component of learning to make it easier for students to understand the meaning of reading and the content of the reading.<sup>7</sup> Therefore, the media in teaching and learning is needed by teachers to help them improve learning outcomes and their creativity to use media to teach language learning.

Ample studies have documented how media, such as picture books, is used to facilitate language learning such as listening, vocabulary learning, and critical thinking. In relation to this, that picture books in a narrow sense as a

<sup>4</sup> Santi, Kristi L.; Reed, Deborah K. (2015). *[Literacy Studies] Improving Reading Comprehension of Middle and High School Students Volume 10, 2*

<sup>5</sup> Delgado, Pablo; Vargas, Cristina; Ackerman, Rakefet; Salmerón, Ladislao (2018). *Don't throw away your printed books: A meta-analysis on the effects of reading media on reading comprehension. Educational Research Review, ( ), S1747938X18300101– . doi:10.1016/j.edurev.2018.09.003*

<sup>6</sup> Xu, Bo (2018). *Using New Media in Teaching English Reading and Writing for Hearing Impaired Students— Taking Leshan Special Education School as an Example. Theory and Practice in Language Studies, 8, (6), 588-594*

<sup>7</sup> Paratore, Jeanne R.; O'Brien, Lisa M.; Jiménez, Laura; Salinas, Alejandra; Ly, Chu (2016). *Engaging pre-service teachers in integrated study and use of educational media and technology in teaching reading. Teaching and Teacher Education, 59(), 247–260.*

special type of book in which the meaning of stories is created and expressed through the interaction between words and pictures, and students can get a chance for language development by listening to what is read, observing pictures, and expressing their thought.<sup>8</sup> Additionally, picture books provide advances in vocabulary with engaging images that transcend context. In the learning environment, especially in language learning the text in picture books is a source of language results that show good language with vocabulary arrangements and sentences that are easy to understand through picture media.<sup>9</sup> The existence of picture books in language learning for students is very important to improve students' reading comprehension skills. Language learning in picture books can inspire determination to improve students' reading skills such as interpreting reading texts easily, knowing the meaning of reading text through pictures, and reading more fun.<sup>10</sup> Picture books illustration can provide an opportunity for critical examination of easy reading comprehension.<sup>11</sup> These previous studies indicate that picture book used to mediate reading comprehension development yielded positive results.

In reading skills, students need media that can improve students reading comprehension. By applying picture books as a medium to develop students' reading comprehension. Picture books are language learning media

<sup>8</sup> Nikolajeva, Maria & Carole Scott. 2006. *How picturebooks work*. New York: Routledge. Ohki, Mitsuru, Shinya Hori, Noriyuki Nishiyama & Akira Tajino. 2009. *Les causes principales*

<sup>9</sup> Montag, J. L.; Jones, M. N.; Smith, L. B. (2015). *The Words Children Hear: Picture Books and the Statistics for Language Learning*. *Psychological Science*, 26(9), 1489–1496.

<sup>10</sup> Simoncini, Kym; Pamphilon, Barbara; Simeon, Lalen (2018). *The 'Maria' books: the achievements and challenges of introducing dual language, culturally relevant picture books to PNG schools*. *Language, Culture and Curriculum*, (), 1–16.

<sup>11</sup> Acer, Dilek; Gözen, Göksu (2019). *Art detectives: young children's behaviour in finding and interpreting art elements within picture books*. *Education 3-13*, (), 1–17.

combined with unique reading comprehension in which meaning is generated simultaneously from written text, design elements, and visual images.<sup>12</sup> To construct meaning in picture books, students need to pay attention to both meaning systems to fully enjoy what picture books have to offer. Cognitive-based reading comprehension strategies include: 1) summarizing what has been read, 2) interpreting text, 3) visualizing text combinations.<sup>13</sup> To add, that picture books and texts that readers encounter in their daily lives are now dominated by visual images.<sup>14</sup> Therefore, understanding visual images and design elements presented in picture book texts requires new developments to regulate students' reading comprehension.

In the development of English as a foreign language (EFL) in Asia, there are several developments of picture book learning in improving reading ability in each country. Developing EFL can innovate learning with media as a tool that helps to increase students' interest in learning.<sup>15</sup> Additionally, the cultivation of picture book learning in secondary school helps interest learning, understand the meaning of the text, increase vocabulary, and pronounce the foreign language.<sup>16</sup> The most common approach adopted in

<sup>12</sup> Suzette Youngs; Frank Serafini (2011). *Comprehension Strategies for Reading Historical Fiction Picturebooks*. , 65(2), 115–124.

<sup>13</sup> Baghban, Marcia (2010). *Immigration in Childhood: Using Picture Books to Cope*. *The Social Studies*, 98(2), 71–76.

<sup>14</sup> Unsworth, Len; Macken-Horarik, Mary (2015). *Interpretive responses to images in picture books by primary and secondary school students: Exploring curriculum expectations of a 'visual grammatics'*. *English in Education*, 49(1), 56–79.

<sup>15</sup> Muller, T., Herder, S., Adamson, J., & Brown, P. S. (Eds.). (2012). *Innovating EFL Teaching in Asia*.

<sup>16</sup> Unsworth, Len; Macken-Horarik, Mary (2015). *Interpretive responses to images in picture books by primary and secondary school students: Exploring curriculum expectations of a 'visual grammatics'*. *English in Education*, 49(1), 56–79.

secondary school throughout Japan is to translate English text into Japanese word by word, to more easily recognize foreign vocabulary in the text and understand the reading.<sup>17</sup> Next, that teachers should choose picture books that students like because their enthusiasm for the story will show they start reading it aloud and make it easy to understand the text.<sup>18</sup> Thus, the enhancement of picture books in English as a foreign language can motivate students to learn the language and improve their language development suggesting that text should be chosen carefully in terms of difficulty level such as vocabulary and grammar use, and stories should be interesting enough in for secondary school.

Several previous studies focused on investigating the use of picture book in facilitating the teaching of reading comprehension in increasing students' experience to learn to read. For instance, that picture books are language learning media combined with reading comprehension tasks in which meaning is generated simultaneously from written text, design elements, and visual images to build students' interest in reading comprehension class.<sup>19</sup> Meanwhile, that writing creative stories in picture books showed that this approach led them to produce coherent text and obtain

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<sup>17</sup> Kochiyama, Arisa (2016). *Teaching English with Picture Books: Current Challenges and Possible Solution in English in Education in Japan*. *International Journal of Education*, 9(1), 37-43

<sup>18</sup> Giorgis, Cyndi (2010). *The Power of Reading Picture Books Aloud to Secondary Students*. *The Clearing House*, 73(1), 51-53.

<sup>19</sup> Suzette Youngs; Frank Serafini (2011). *Comprehension Strategies for Reading Historical Fiction Picturebooks*. , 65(2), 115–124.

the concept of narrative writing.<sup>20</sup> Additionally, story plot, structure and key phrases they had learned from picture books into their own stories suggesting that reading picture books may facilitate their creative writing. Although the previous studies yielded positive results of how picture books can facilitate learning to read, few studies have investigated how picture book-mediated reading comprehension tasks for secondary school students is implemented. Therefore, the present study aim to increase students' interest in learning with picture books in intensive reading classroom and to investigate their perceptions about the implementation of picture books mediated reading tasks in learning to comprehend the reading passages.

### **B. Research Questions**

In the previous discussion, this study will examine how picture books are used to teach students reading comprehension. To guide this study, the study questions are formulated as follows:

1. How does a student learn reading comprehension through picture books?
2. How does a student learn summary writing in reading through picture books?

### **C. Research objectives**

Based on previous research questions, the objectives of this study are:

1. To find out the experience of a student learning reading comprehension through picture books

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<sup>20</sup> Wang, Hung-Chun; Lin, Ming-Fang (2018). *Linking reading and writing with picture books: A literacy buddy approach in rural Taiwan*. *TESOL Journal*, (), e00434–. doi:10.1002/tesj.434

2. To find out a student's improvement in learning reading comprehension through picture books by summary writing.

#### **D. Research Significance**

The result of this study is expected to be useful both theoretically and practically. The significance of the research is explained as follows:

1. Theoretically

The result of this study is expected to support the previous theories by improving students' reading skills by using picture book mediated reading tasks for reading comprehension in secondary school. In other words, this research is expected to increase students' reading comprehension by using media learning strategies and teaching English.

2. Practically

- a. Pre-services and In-services English teachers

The result of this study is expected to be useful for pre-services and in-services learning teachers as an alternative for teaching reading comprehension through picture books where students can summarize stories or text that have been read or understood by students in their respective language. It is expected that students can build reading comprehension by summarizing a text or story in a picture book and interpreting the text in their English learning process.

- b. Further research



The result of this study is expected to be a reference for future researchers who are interested in conducting future research related to learning to read using picture books media in building students' reading comprehension. Furthermore, the result of this study can be used as a comparison in conducting similar studies.

### **E. Definition of key terms**

#### **a. Picture book**

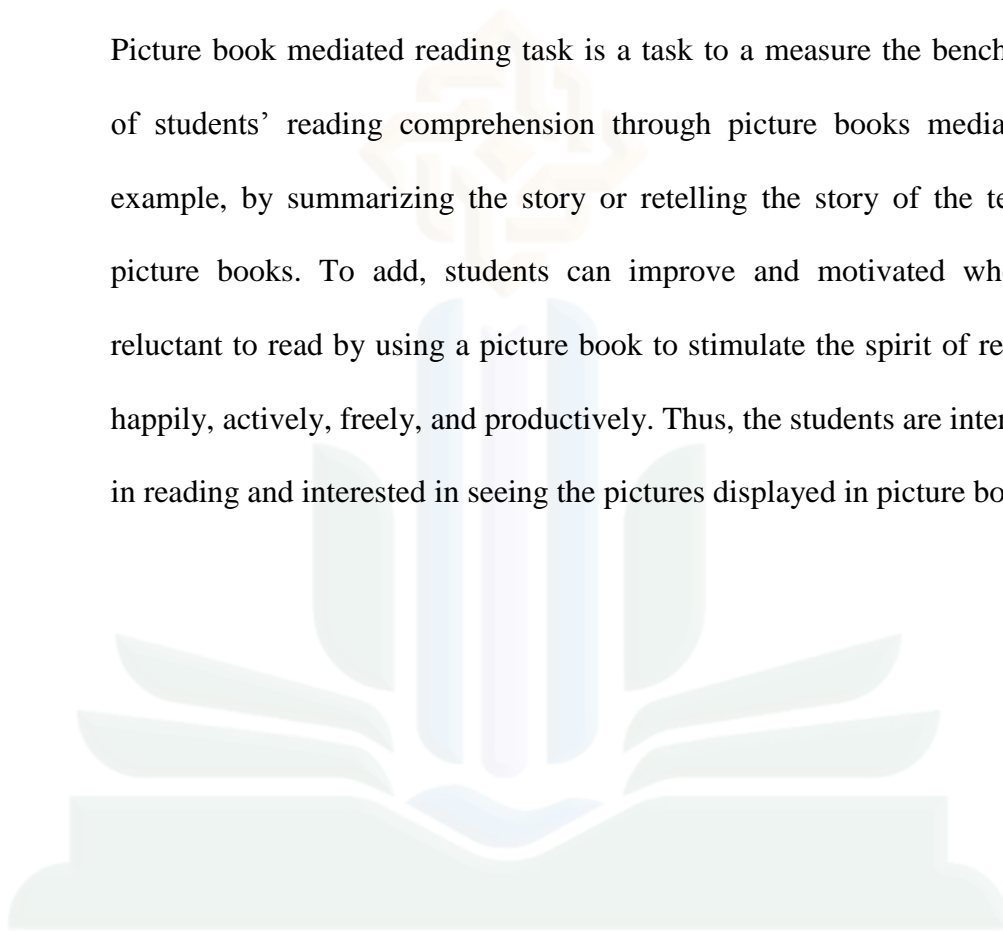
A picture book is a reading book that displays narrative text verbally and is accompanied by illustrated images. Usually, the stories contained in picture storybooks are stories that teach students moral values. For example, you must obey your parents, brush your teeth before going to bed, and so on. The picture book aims to provide imagination or visual pictures to students. Thus, students will more quickly absorb and understand the stories contained in the book.

#### **b. Reading comprehension**

Reading comprehension is a reading activity to build an understanding of texts it can combine logical thinking with a collection of letters. Reading comprehension aims that in English text is not only about how students read well, which includes. But, reading comprehension is an activity to build an understanding of the meaning of the text that can be translated by students through the students' language.

#### **c. Picture book mediated reading tasks**

Picture book mediated reading task is a task to a measure the benchmark of students' reading comprehension through picture books media. For example, by summarizing the story or retelling the story of the text in picture books. To add, students can improve and motivated who are reluctant to read by using a picture book to stimulate the spirit of reading happily, actively, freely, and productively. Thus, the students are interested in reading and interested in seeing the pictures displayed in picture books.



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## CHAPTER II

### LITERATURE REVIEW

This chapter there are two point's namely previous research and theoretical framework. The pointof previous research describes about the several previous studies which dealing with the current study. Meanwhile, the theoretical framework explains about various theories to support the current study. The discussion on this part presents in the below.

#### **A. Previous Research**

in the context of previous research, there are several research topics related to the current research as follows:

First, an article journal at the title “Comprehension strategies for reading historical fiction picture books” investigates students’ understanding of historical fiction picture books.<sup>21</sup> In addition, reading comprehension strategies are shaped by unique art and arranged in such a way as to produce the right media for students in understanding reading. The result of this study concludes an artistic and imaginative reconstruction of the past through words, pictures, and design features intended to help readers make a sense of historical events and concepts through the media of picture books to attract students’ interest in reading fiction books.

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<sup>21</sup> Suzette Youngs; Frank Serafini (2011). *Comprehension Strategies for Reading Historical Fiction Picturebooks.* , 65(2), 115–124.

Second, article that title “The effect of picture storybooks on students’ reading comprehension” which postulates that the effect of picture storybook users was very effective in reading comprehension for students. Regarding the comparison of the mean scores and progress toward the pre-test and post-test of the experimental group and the control class, the teacher also noted that picture storybooks affect students’ reading comprehension. In addition, the researcher also noted students’ perceptions of the use of picture storybooks. The researcher focused on the application of picture storybooks in reading and applied it to other language skills as well as listening, writing, and speaking.

Third, journal at the title “The use of picture books in teaching reading for junior high school students” which stipulates that the research focused on using picture books in teaching reading to junior high school students.<sup>22</sup> This study aims to determine the use of picture books in helping junior high school students learn to read narratives. This study also aims to determine student responses and the development of reading in narrative texts on the use of picture books in junior high school students. The result of the study revealed that picture books help teachers and students in narrative reading activities.

Then, article journal at the title “The progress of students’ reading comprehension through wordless picture book” states that almost all

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<sup>22</sup> Restanto, Maulana (2016). *The Use of Picture Books in Teaching Reading for Junior High School Students. Journal of English and Education*, 4(2), 49-62

students want fun lessons.<sup>23</sup> Like sharing stories from picture books by playing. For example, making loud noises and scary faces when they express their feeling about lions. Then, use a lot of funny body movements and hand gestures to depict different scenes while reading the story text. The result of this study aims to make it easier for students to understand the content of the texts or stories in picture books and improve reading comprehension as well as easier when students summarize or retell the text or the stories from picture books.

The last one is an article at the title “Using interactive picture-book read-aloud with middle school EFL students” which shows the effect of reading interactive picture books on the word inference abilities of EFL middle school students and attitudes towards reading in English.<sup>24</sup> This study also shows that the motivating learning atmosphere of reading interactive picture books provides a positive classroom environment and allows students to have fun while interacting freely with each other and facilitate changes in reading attitudes, leading to better learning and better performance. This study aims to make reading interactive picture books have a positive impact on the reading attitudes of EFL middle school students and the use of text and infer the meaning of unfamiliar words.

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<sup>23</sup> Lubis, Romaida (2018). *The progress of students' reading comprehension through wordless picture books*. *Advances in Language and Literary Studies*. 9(1), 48-52

<sup>24</sup> Sun, Chia-Ho (2020). *Using Interactive Picture-book Read-Aloud with Middle School EFL Students*. *English Language Teaching*, 13(7)

**Table 1**  
**The similarities and differences**  
**Previous research and researchers' study**

| No | Researchers Nama and Tittle                                                                                                         | Similarities                                                                                                | Differences                                                                                                                                                                                                                                                                 |
|----|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | An article journal is written by Youngs and Serafini (2011) "Comprehension strategies for reading historical fiction picture books" | Both of research investigated the implementation of reading in picture books                                | <ul style="list-style-type: none"> <li>• Research participant</li> <li>• Research focus</li> </ul> The previous study focuses on comprehension strategies reading historical fiction in picture books and the present study focus on reading comprehension in picture books |
| 2  | An article journal is written by Roslina (2017) "The effect of picture storybooks on students' reading comprehension"               | Both of research investigated the effect of picture storybooks on students' reading comprehension           | <ul style="list-style-type: none"> <li>• Research participant</li> <li>• Research focus</li> </ul> The previous study focused on the application of picture storybooks in reading and the present study focus on reading comprehension in picture books                     |
| 3  | An article journal is written by Restanto (2016) "The use of picture book in teaching reading for junior high school"               | Both of research investigated the use of picture books in helping junior high school students learn to read | <ul style="list-style-type: none"> <li>• Research participant</li> <li>• Research focus</li> </ul> The previous study focused on picture books in learn reading narrative and the present study focused on reading comprehension in picture books                           |
| 4  | An article journal is written by Lubis (2018) "The progress of students reading comprehension through wordless picture books"       | Both of research investigated the explore of reading comprehension through picture books                    | <ul style="list-style-type: none"> <li>• Research participant</li> <li>• Research focus</li> </ul> The previous study focused on wordless picture books in reading comprehension and the present study focused on reading comprehension in                                  |

|   |                                                                                                                             |                                                                               |                                                                                                                                                                                                                       |
|---|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                                                                                                             |                                                                               | <p>picture books</p> <ul style="list-style-type: none"> <li>• Type of research design<br/>The previous study used a case study and the present study used narrative inquiry</li> </ul>                                |
| 5 | An article journal is written by Sun (2020) “Using interactive of picture-book read-alouds with middle school EFL students” | Both of research investigated the use of interactive picture books in reading | <ul style="list-style-type: none"> <li>• Research focus<br/>The previous study focused on wordless picture books in reading alouds and the present study focused on reading comprehension in picture books</li> </ul> |

From previous studies, it can be seen that although many studies have investigated the use of picture book media in teaching English, further study on the implementation of picture books for reading comprehension of text or stories. With this in mind, the researcher wanted to explore how picture books are applied to teach reading comprehension in an EFL context.

## B. Theoretical Framework

### 1. Picture book

Ample studies have documented how media used in learning, such as picture books, is used to facilitate language learning such as listening, vocabulary learning, and critical thinking. In relation to this, that picture books in a narrow sense as a special type of book in which the meaning of stories is created and expressed through the interaction between words and pictures, and students can get a chance for language development by

listening to what is read, observing pictures, and expressing their thought.<sup>25</sup> Additionally, picture books provide advances in vocabulary with engaging images that transcend context. In the learning environment, especially in language learning the text in picture books is a source of language results that show good language with vocabulary arrangements and sentences that are easy to understand through picture media.<sup>26</sup>

The existence of picture books in language learning for students is very important to improve students' reading comprehension skills. Language learning in picture books can inspire determination to improve students' reading skills such as interpreting reading texts easily, knowing the meaning of reading text through pictures, and reading more fun.<sup>27</sup> Picture books illustration can provide an opportunity for critical examination of easy reading comprehension.<sup>28</sup> These previous studies indicate that picture book used to mediate reading comprehension development yielded positive results.

Based on previous studies, picture book has provided several advantages to supporting students and teachers in the teaching and learning process. Therefore, this study utilizes picture book as a reading

<sup>25</sup> Nikolajeva, Maria & Carole Scott. 2006. *How picturebooks work*. New York: Routledge. Ohki, Mitsuru, Shinya Hori, Noriyuki Nishiyama & Akira Tajino. 2009. *Les causes principales*

<sup>26</sup> Montag, J. L.; Jones, M. N.; Smith, L. B. (2015). *The Words Children Hear: Picture Books and the Statistics for Language Learning*. *Psychological Science*, 26(9), 1489–1496.

<sup>27</sup> Simoncini, Kym; Pamphilon, Barbara; Simeon, Lalen (2018). *The 'Maria' books: the achievements and challenges of introducing dual language, culturally relevant picture books to PNG schools*. *Language, Culture and Curriculum*, (), 1–16.

<sup>28</sup> Acer, Dilek; Gözen, Göksu (2019). *Art detectives: young children's behaviour in finding and interpreting art elements within picture books*. *Education 3-13*, (), 1–17.



tasks to support students and teachers in the teaching and learning process of reading foreign languages. In particular, picture book is applied to students' reading ability development with combine of visualization.

## 2. Reading task

In English as a foreign language context, reading is very important part in teaching and learning. That reading is an active process of constructing meanings of words.<sup>29</sup> Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Then, Reading assignments are an important factor for developing students' competencies and values in the process of learning to read in class. In addition, the concept of reading task has become an important element in syllabus design, classroom teaching, and student assessment. The reading task is a work plan that requires the learner to process students' understanding to achieve an outcome that can be evaluated in relation to whether the correct or appropriate propositional content has been conveyed in reading the text.<sup>30</sup>

In reading tasks to measure benchmarks of students' reading comprehension. There are two kinds of reading assignments namely: 1) summarizing the story or text, and 2) retelling the story of the text aloud. Furthermore, that summary writing is the task of rewriting in a short and

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<sup>29</sup> Santi, Kristi L.; Reed, Deborah K. (2015). *[Literacy Studies] Improving Reading Comprehension of Middle and High School Students Volume 10, 2*

<sup>30</sup> Nunan, D. 2004 *Task-Based Language Teaching*. Cambridge: Cambridge niversity Press.

effective form the text that has been read.<sup>31</sup> In addition, summary writing should: 1) tell important points for the author, 2) be brief, 3) use the respective language, and 4) state important information. Plus, that summary writing is writing a short text from reading sources.<sup>32</sup> Plus, the reading task is the task of retelling the text aloud. Second, retelling of texts that have been read is also effective in reading assignments by increasing students' comprehension of reading texts and retelling the story orally.<sup>33</sup> Thus, reading tasks can be a benchmark for students' understanding of reading texts and can improve students' understanding of reading texts through reading assignments.

Drawing on the previous study, reading tasks has provided several advantages to supporting students and teachers in the teaching and learning process. Therefore, this study utilizes reading tasks as a measure of student ability in the reading classroom to support students understanding of the text that has been read. In particular, reading tasks is applied to the development of student's comprehension of reading text.

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<sup>31</sup> Marcez, M. Stawiarska (2016). *The influence of summary writing on the development of in reading skills in a foreign language*. Elsevier, 90-99

<sup>32</sup> Yeh, Hui-Chin; Yang, Shih-Hsien; Chen, Gia-Ling (2019). *Exploring students' integrated reading and summary writing processes through an online system*. *English Teaching and Learning*, (), <https://doi.org/10.1007/s42321-019-00026-1>

<sup>33</sup> Galloway, Emily, Phillips., & Uccelli, Paola (2018). *Beyond reading comprehension: exploring the additional contribution of core academic language skills to early adolescents' written summaries*. *Cross Mark*, ()

### 3. Teaching reading comprehension in EFL contexts

Currently, students have used a lot of reading comprehension in reading texts in the context of teaching and learning languages. Reading comprehension is absorbing information from reading text or stories to find out the intent or meaning of the reading. In addition, that reading comprehension is a process of exploring and engaging with written language to find out the meaning of the reading text.<sup>34</sup> Similarly, that reading comprehension is a strategy to understand meaning by knowing the content of reading to improve students' ability and understanding in reading texts or stories.<sup>35</sup> In addition, that reading comprehension also provides several advantages in learning design for teachers to improve students' reading skills in the learning process such as improving students' understanding, critical thinking, and motivation.<sup>36</sup>

From previous research, reading comprehension implemented in EFL classrooms can improve students' reading ability and understanding in the learning process. For example, investigated Individual Concept Mapping (ICM) and Collaborative Concept Mapping (CCM) strategies for reading comprehension of Iranian EFL students. The result showed that reading comprehension had a positive effect on EFL students in improving

<sup>34</sup> Kazemi, A., Bagheri, M. S., & Rassaei, E. (2020). *Dynamic assessment in English classrooms: Fostering learners' reading comprehension and motivation*. *Cogent Psychology*, 7(1)

<sup>35</sup> Ghorbani Shemsadsara, Z., Ahour, T., & Hadidi Tamjid, N. (2019). *Raising text structure awareness: A strategy of Improving EFL undergraduate students' reading comprehension ability*. *Cogent Education*.

<sup>36</sup> Habok, Anita & Magyra, Andrea (2019). *The effects of EFL reading comprehension and certain learning-related factors on EFL learners' reading strategy use*. *Cogent Education*, 6(1)

reading and concluding the core reading text.<sup>37</sup> Furthermore, the opinion of Turkish EFL students on reading comprehension in the learning environment.<sup>38</sup> The finding shows that it positively improves students' understanding of the reading text and gains knowledge from the content reading text that has been read. In addition, that reading comprehension also helps develop students' language and increase students' English language.<sup>39</sup>

Furthermore, that group or individual learning had an increase in reading comprehension and vocabulary learning.<sup>40</sup> These findings highlight the importance of practicing students' self-study and suggest that the use of metacognitive guidance in a group setting is an effective way for teachers to improve EFL reading comprehension and this learning incidental vocabulary learning for students can increase students' vocabulary after reading a text or story.

Based on previous studies, reading comprehension has provided several advantages to supporting students and teachers in the teaching and learning process. Therefore, this study utilizes reading comprehension to support students and teachers in the teaching and learning process of

<sup>37</sup> Riahi, Zahra., & Pourdana, Natasha (2017). *Effective reading comprehension in EFL context: Individual and Collaborative Concept Mapping strategies*. *Advance in Language And Literary Studies*, 8 (1)

<sup>38</sup> Babapour, M., Ahangari, S., & Ahour, T. (2018). *The effect of shadow reading and collaborative strategic reading on EFL learners' reading comprehension across two proficiency levels*. *Innovation in Language Learning and Teaching*, 1-13.

<sup>39</sup> Babapour, M., Ahangari, S., & Ahour, T. (2018). *The effect of shadow reading and collaborative strategic reading on EFL learners' reading comprehension across two proficiency levels*. *Innovation in Language Learning and Teaching*, 1-13.

<sup>40</sup> Teng, Feng; Reynolds, Barry Lee; Michel, Marije (2019). *Effects of individual and group metacognitive prompts on EFL reading comprehension and incidental vocabulary learning*. *PLOS ONE*, 14(5)

reading foreign languages. In particular, reading comprehension is applied to students' reading ability development.

#### 4. Summary writing in reading classrooms

Summary writing has attracted several researchers, many researchers suggest that constructing a summary of text can help students extract broad general understanding information from texts that have been read. Furthermore, that summary writing is the task of rewriting in a short and effective form the text that has been read.<sup>41</sup> In addition, summary writing should: 1) tell important points for the author, 2) be brief, 3) use the respective language, and 4) state important information.<sup>42</sup> Additionally, that summary writing is writing a short text from reading sources.<sup>43</sup> Therefore, the summary writing supports the assessment of understanding the text and mastery of the concept in the reading classroom. That summary writing in the reading classroom with coherence, systematic material, and suitability of the summary with reading source.<sup>44</sup> In addition,

<sup>41</sup> Marcez, M. Stawiarska (2016). *The influence of summary writing on the development of in reading skills in a foreign language*. Elsevier, 90-99

<sup>42</sup> Yeh, Hui-Chin; Yang, Shih-Hsien; Chen, Gia-Ling (2019). *Exploring students' integrated reading and summary writing processes through an online system*. *English Teaching and Learning*, (), <https://doi.org/10.1007/s42321-019-00026-1>

<sup>43</sup> Galloway, Emily, Phillips., & Uccelli, Paola (2018). *Beyond reading comprehension: exploring the additional contribution of core academic language skills to early adolescents' written summaries*. *Cross Mark*, ()

<sup>44</sup> Mokkedem, Samiha., & Houcine, Samira (2016). *Exploring the relationship between summary writing ability and reading comprehension: Toward an EFL Writing-to-Read Instruction*. *Mediterranean Journal of Social science*, 7(2)

summary writing is the key to improving students' reading comprehension in the reading classroom.<sup>45</sup>

In light of those perspectives, previous studies have applied summary writing in the reading classroom can improve students' abilities and understanding in the learning process. For example, the experience of researchers' summary writing of secondary school in Ibadan, Nigeria using an RtW (Read-to-Write) strategy. Where the study was applied to secondary school students in Ibadan, Nigeria who used the RtW (Read-to-Write) strategy to increase their level of creativity, in summary, writing students.<sup>46</sup> The results showed that the RtW (Read-to-Write) strategy had a positive effect on students in improving summary writing in the reading classroom. Furthermore, previous research investigated the researchers in summary writing translating as a strategy for group work in South African students.<sup>47</sup> the results of this study indicate that the translation for group work on summary writing has been given by the teacher of the reading text or stories to the group work of students can improve writing comprehension and add a lot of new vocabulary when summarizing the reading text in the reading classroom.

Drawing on the previous study, summarizing has provided several advantages to supporting students and teachers in the teaching and learning

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<sup>45</sup> Mbrimi-Hungwe, Vimbai (2016). *Translanguaging as a strategy for group work: summary writing as a measure of a reading comprehension*

<sup>46</sup> Olagbaju, Oladotun, Opeoluwa (2020). *Cognitive styles and gender as predictors of students' achievement in summary writing in selected secondary schools in Ibadan, Nigeria. Hindawi Education Research International, ()*

<sup>47</sup> Mbrimi-Hungwe, Vimbai (2016). *Translanguaging as a strategy for group work: summary writing as a measure of a reading comprehension*

process. Therefore, this study utilizes summary writing in the reading classroom to support students understanding of the text that has been read. In particular, summary writing is applied to the development of student's writing skills and comprehension of reading text.

##### 5. Multimodal texts in a reading classroom

Several teachers apply reading text using pictures in the reading class which is called the multimodality approach. Multimodality, in its most fundamental sense, is the coexistence of more than one semiotic mode within a given context.<sup>48</sup> Multimodality is to lead us to analyze how complex meanings are created in the articulation of both modal resources or modes and media. Modal resources are verbal, visual, aural, etc. Then media are material through which modal resources become instantiated (eg. Printed pages, computer screens, pallets, human voices, etc). Furthermore, multimodal text is combined text with picture books, and readers of the new millennium need an expanded set of reading strategies to interpret and construct meaning that can develop learning in both teachers and students.<sup>49</sup>

In the context of teaching English, several previous studies have examined the multimodal text in the reading classroom. Multimodal text is an important strategy for the development of teacher to students learning

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<sup>48</sup>Gibbons, Alisson (2011). *Multimodality, Cognition, and Experimental Literature.* , 10.4324/9780203803219(), -. doi:10.4324/9780203803219

<sup>49</sup> Serafini, Frank; Moses, Lindsey; Kachorsky, Dani; Rylak, Danielle (2020). *Incorporating multimodal literacies into the classroom-based reading assessment. The Reading Teacher.* ()

during the teaching process.<sup>50</sup> Furthermore, multimodal text has improved students' reading comprehension in the classroom through the connection with text and images in the learning process.<sup>51</sup> Previous studies have shown that multimodal text has been applied in the reading classroom. Based on the theory of multimodal text, the present study examined how multimodal text manages its teaching experience in applying picture books to secondary school students in the reading classroom.

#### 6. The teaching of reading comprehension using picture books

Nowadays, students in the reading classroom need to implement media to teach reading comprehension namely picture books. Teaching reading comprehension using picture books is teaching-learning to read and determine students' ability to process text by understanding the meaning of the text using an image illustration that has been given by the teacher.<sup>52</sup> Additionally, teaching reading comprehension using picture books can improve reading comprehension in students' reading ability using picture books.<sup>53</sup> Furthermore, picture book media is used to teach students reading comprehension by giving a task that contains a text and

<sup>50</sup> Jiménez, Laura M.; Roberts, Kathryn L.; Brugar, Kristy A.; Meyer, Carla K.; Waito, Kim (2017). *Moving Our Can(n) ons: Toward an Appreciation of Multimodal Texts in the Classroom*. *The Reading Teacher*, 71(3)

<sup>51</sup> Zhang, Ying (2016). *Multimodal teacher input and science learning in a middle school sheltered classroom*. *Journal of Research in Science Teaching*, 53(1), 7–30.

<sup>52</sup> Page, W. D. (2010). *Reading comprehension: The purpose of reading instruction or a red herring*. *Reading World*, 19(3), 223–231.

<sup>53</sup> Acer, Dilek; Gözen, Göksu (2019). *Art detectives: young children's behaviour in finding and interpreting art elements within picture books*. *Education 3-13*, ( ), 1–17.



pictures to develop students' understanding of the meaning of the text.<sup>54</sup> In addition, that teaching reading comprehension using picture books also provides several advantages that have progress in learning design that support improving the learning process such as increasing students' interest and motivation.<sup>55</sup>

Teaching reading comprehension using picture books by previous studies, that teaching reading using media has provided several advantages to supporting students and teachers in the teaching and learning process. Therefore, the present study utilizes picture books as a tool to facilitate and support teachers and students in the teaching and learning process. In particular, picture books were put in place to mediate the development of students' reading ability.

#### 7. The challenges of teaching reading comprehension using picture books

Due to the assumption that they have goals that are aligned with the curriculum, many teachers think that picture books are not suitable to be applied in English learning, especially to students reading ability. In print books or electronic books, English is widely criticized because it is considered unable to overcome learning problems or achieve predetermined learning goals. For example, in illustrated reading subjects, such as picture book stories, many teachers speculate that students will

<sup>54</sup> Suzette Youngs; Frank Serafini (2011). *Comprehension Strategies for Reading Historical Fiction Picturebooks*. , 65(2), 115–124.

<sup>55</sup> Wang, Hung-Chun; Lin, Ming-Fang (2018). *Linking reading and writing with picture books: A literacy buddy approach in rural Taiwan*. *TESOL Journal*, (), e00434–. doi:10.1002/tesj.434

tend to focus on pictures rather than reading the text. Therefore, they assume that reading comprehension using picture books is not applied because they do not focus on reading text. They must make movements that are not only to see the activities inside, but you should look outside or the result that aim to modify, improve, and also apply in learning activities that are more enjoyable for students.

A study concludes that with the combination of text and images, students can be led into a reading comprehension process that not only shows the differences and similarities between the two but also overcome obstacles during the reading process. From this, it can be said that the challenges of the researchers are not only how to convey new information or offer new approaches, but also to overcome people's misconceptions about reading comprehension using picture books. Swan and Walter (2017) emphasize that misconceptions of reading comprehension arise from linguistic features such as unknown vocabulary, the density of the written text, or the difficulty in handling fast speech.<sup>56</sup>

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<sup>56</sup> Swan, Michael; Walter, Catherine (2017). *Misunderstanding comprehension*. *ELT Journal*, (), *ccw094*-. doi:10.1093/elt/ccw094

## CHAPTER III

### RESEARCH METHODS

This chapter illustrates the process of conducting the research project. Next, the chapter consists of several parts namely research design, context and participants, instructional procedures, data collected, data analysis, and trustworthiness. The discussion on this part presents in the below.

#### **A. Research design**

The present study uses a qualitative methodology with a narrative inquiry research design. Narrative inquiry is recording the experiences of certain individuals or groups.<sup>57</sup> For example, using interviews that are recorded and arranged into a chronological narrative, then recorded as biographies or in the case of recorded stories. Then, narrative inquiry is a theory in educational research that talks about human experience.<sup>58</sup> They explain that narrative inquiry constructs personal stories such as students, teachers, and researchers as storytellers in their own stories or experiences. Furthermore, narrative inquiry aims to be able to answer the effectiveness of activities and can reveal a unique

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<sup>57</sup> Yuan, Rui; Lee, Icy (2016). *'I need to be strong and competence': a narrative inquiry of a student-teacher's emotions and identities in teaching practicum. Teachers and Teaching, ( ), 1-23*

<sup>58</sup> Clandinin, Jean, D & Connelly, Michael, F., (2014). *Stories of experiences and narrative inquiry. Sagepublication.com. DOI: 10.3102/0013189X019005002*

perspective and deeper understanding of a situation.<sup>59</sup> With this in mind, the researcher use narrative inquiry research design to examine and find out the students experience during learning reading comprehension using picture books.

Additionally, the present study use interviews to obtain information directly to explain a certain thing or situation and condition. Interview is a conversation between two or more people that takes place between the resource person and interviewer intending to collect data in the form of information.<sup>60</sup> Furthermore, researcher attempts to examine student's experience who has a quick understanding of learning reading comprehension using picture books. In other words, researcher chose interviews in this methodology which allowed the researcher to explore the experiences of these students. For this reason, researcher interested in examining the experiences of these students as motivation for other students to how these student are fast in understanding reading comprehension learning with picture books based on the experiences of these students.

## **B. Context and research participant**

This research will be conducted to find out a student experience in ninth-grade junior high school when learning reading comprehension using picture books in English lessons. Then, when the researcher chose the school

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<sup>59</sup> Francis, Mary (2018). *A narrative inquiry into the experience of being a victim of Gun Violence. Journal of Trauma Nursing, 25(6), 381-388*

<sup>60</sup> Thomas, Ulrike; Tiplady, Lucy; Wall, Kate (2014). *Stories of practitioner enquiry: using narrative interviews to explore teachers' perspectives of learning to learn. International Journal of Qualitative Studies in Education, 27(3), 397-411*

as a place of research, the researcher consider several reasons: 1) the school had an Islamic nuance called PRA-KBM an activity where students recited Al-Qur'an and prayed Dhuha together before they began the learning, 2) the school had good accreditation, 3) the school also has several supporting facilities for learning such as a computer lab, library and LCD projector which is used to make it easier for teachers and students in learning, 4) the school not only excels in the field of memorizing Al-Qur'an and fun math but also has the excels of speaking English which was developed through an English development group called English Club, 5) the school is not too far to reach from the researcher's house which takes about 15 minutes to get to school, 6) lastly, the headmaster and all the teacher council is very kind and willing collaborate with researchers during research projects.

Before going to school, I gave a letter of permission or informed consent from the faculty. I do this as a form of ethics before doing the research. I requested informed consent from the administrative staff on campus to obtain permission before conducting research at the school used for observation. The next day, after getting permission from the headmaster and the curriculum section, then I met and told to the English teacher that I was interested in doing research at the school. At that time, I told to the English teacher about the research that I would be doing at the school and explained the concepts and objectives of my research regarding learning reading comprehension using picture books. After discussing with the English teacher, the English teacher suggested doing the research on the 8<sup>th</sup> which

consists of 21 students, because some of these students like learning English, and many 8<sup>th</sup> graders take part in the language development program, namely, the English Club. Then, I will examine one student's experience which will be investigated by me how much understanding and improvement a student gets from the learning that I provide.

In this study, I invite students to be research participants. However, out of 21 students, there is only one student who is willing to participate voluntarily in the research. Her name was UH (pseudonym). She is 14<sup>th</sup> years old and is in nine grade of secondary school. Apart of voluntary decision, the researcher has two other reasons why she meets the goal of the study and agrees to take a part in this study. First, the participant is a fast learner in English subject. Second, the participant has enough English vocabularies which helps her easy and quick understand in English lesson. Before conducting the research, the researcher informs her about the research objective. She will be invited to learn reading comprehension using picture books then she will be interviewed, observed, assessed her learning during the study.

### **C. Instructional Procedures**

In this study, I will teach secondary school students reading comprehension using picture books. Picture books are special books in which the meaning of stories is created and expressed through the interaction between words and pictures. Students can get opportunities for language development by listening, reading what is read, observing pictures, and make

meaning of the texts. By involving students in learning reading comprehension through picture books and training them to write summary of the readings, it is expected that it can help them develop reading skills, comprehension, and summary writing. Before teaching reading comprehension through picture books, I have prepared picture books of Indonesian folktales that I made by myself as a medium for students learning in reading comprehension, entitled “The Origin of Reog Ponorogo.” I use Indonesian folktale because I want students to know and learn more about the story of the Indonesia archipelago which is rarely known by today’s young generation. I also form students into pairs and give a picture book to each group. In teaching reading comprehension through a picture book, researcher adopted the instructional procedure which involves a three-stage framework consisting of lead of activity (see Table 1), reading processes, and summary (see Table 2) and post-reading (see Table 3).<sup>61</sup> I started my teaching of lead of activities which include introducing reading comprehension, forming groups, discussing the text (see Table 1).

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<sup>61</sup> Ferdiansyah, Sandi, et.al. “Online literature circles during the covid-19 pandemic: engaging undergraduate students in Indonesia”. *Tesol Journal*, vol. 11(3), 2020. DOI: 10.1002/tesj.544.

Table 1. Lead-in Activity

| Stages                            | Goals                                                                                                                                                          | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introducing reading comprehension | <ul style="list-style-type: none"> <li>• Develop students' understanding of the passage and make meaning</li> </ul>                                            | <ol style="list-style-type: none"> <li>1. The teacher shows the story entitled the origin of Reog Ponorogo and its visuals through LCD projector.</li> <li>2. The teacher invites students to read and understand the content of the text and relate it to the existing visuals about picture of the tiger and peacocks.</li> <li>3. The teacher guides the students with questions such as:               <ul style="list-style-type: none"> <li>• What is the paragraph about?</li> <li>• How do you know about the paragraph about?</li> <li>• Does the picture help you understand the text?</li> </ul> </li> <li>4. The teacher asks the students to write between 3 and 5 sentences to reflect on their learning activity.</li> </ol> |
| Forming group                     | <ul style="list-style-type: none"> <li>• Build student cooperation as a good team</li> <li>• To make students responsible for their work as a group</li> </ul> | <ol style="list-style-type: none"> <li>1. The teacher form students into pairs.</li> <li>2. Although they work together, their roles are different. While the first student is assigned to read and understand the text, the second student writes the unfamiliar words and their meanings.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Discussing the text               | <ul style="list-style-type: none"> <li>• To make it easier for students to understand the text that has been</li> </ul>                                        | <ol style="list-style-type: none"> <li>1. The teacher asks students to discuss the text and the visual.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



|  |                       |                                                                                                                                                                                    |
|--|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | given by the teacher. | <p>They learn to interpret its meaning by connecting the text and its visual.</p> <p>2. The teacher asks students to write 5 words also write the meaning and make a sentence.</p> |
|--|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

After students develop their understanding of the text and visuals in learning reading comprehension, they proceed the next step, namely reading and summary task. Begin by reading together and reading alternately in each paragraph or on each page of the picture book. To write summary consists of reading and understanding the script, writing the main idea of the paragraph, rewriting it with their own sentences. (see Table 2).

Table 2. Process of reading and summary writing

| <b>Stages</b>   | <b>Goals</b>                                                                                                                                                                                                      | <b>Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading process | <ul style="list-style-type: none"> <li>• To help students improve their reading skills.</li> <li>• To help students in reading with pronunciation correctly.</li> <li>• To help students read fluently</li> </ul> | <ol style="list-style-type: none"> <li>1. The teacher asks students to hold a picture book containing stories that have been distributed in each group.</li> <li>2. The teacher asks students to pay attention to how read a text or story with the correct pronunciation.</li> <li>3. The teacher asks students to pay attention the teacher on reading the story first.</li> <li>4. The teacher asks the students to read together and follow the teacher while taking</li> </ol> |

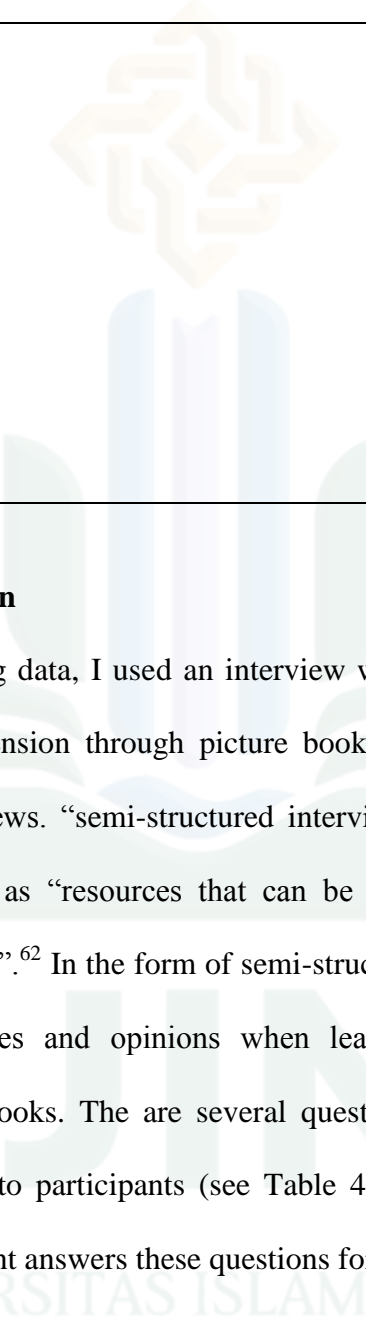
|                                            |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                             | <p>turns reading.</p> <p>5. The teacher asks students to read aloud together and take turns reading as showed by the teacher.</p>                                                                                                                                                                                                                                                                                                                                                  |
| Reading and Understanding the reading text | <ul style="list-style-type: none"> <li>To help students improve their reading comprehension skills.</li> <li>To help students in understanding the reading teks.</li> </ul> | <ol style="list-style-type: none"> <li>The teacher asks students to read the text or story one or three times or more independently.</li> <li>The teacher gives 10 minutes for students to read and discuss (meaning, story value, etc.) with the partner group.</li> <li>The teacher allows students to see unknown vocabulary in dictionary and may directly ask to the teacher.</li> <li>The teacher stay guide and control the students during the reading process.</li> </ol> |
| Writing summary                            | <ul style="list-style-type: none"> <li>To help students emphasize the meaning of the text or story.</li> <li>To improve students' ability to write summary.</li> </ul>      | <ol style="list-style-type: none"> <li>The teacher asks students to start writing the main idea of each paragraph in the story in the picture books.</li> <li>When writing the main idea of the paragraph, students have to discuss the main idea of the paragraph and begin to determine and write the main idea of the paragraph that has been discussed by the students.</li> </ol>                                                                                             |
| Re-write with own sentences                | <ul style="list-style-type: none"> <li>To improve writing creativity and confidence in students when writing</li> </ul>                                                     | <ol style="list-style-type: none"> <li>The teacher asks students to start writing summaries of the stories that have been</li> </ol>                                                                                                                                                                                                                                                                                                                                               |

|  |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>summaries of the text.</p> <ul style="list-style-type: none"> <li>• To help students make it easier to write summaries with good sentences composed by themselves.</li> </ul> | <p>read and discussed by students using the worksheets that have been given by the teacher.</p> <ol style="list-style-type: none"> <li>2. The teacher gives feedback and ask them the progress of writing summaries and what difficulties are experienced by students in writing summaries.</li> <li>3. The teacher reminds to the students to summarize according to the storyline.</li> <li>4. Students work on writing summaries while discussing with the group partners.</li> </ol> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

In additional students' activity, I asked students to read aloud the result of summary writing to make students confident and motivated to their own result of summary writing. Another goals of reading comprehension through picture books and summary writing to build students' critical thinking, and comprehension. (see Table 3)

Table 3. Post-Reading

| <b>Stages</b> | <b>Goals</b>                                                                                                                                                                    | <b>Activities</b>                                                                                                                                                                                                                       |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Post-reading  | <ul style="list-style-type: none"> <li>• To build students confident and motivated their own result</li> <li>• To build students critical thinking and comprehension</li> </ul> | <ol style="list-style-type: none"> <li>1. After the students finished writing the summary of the story from the picture book, the teacher asked the students to read back the result of their summary writing for 5 minutes.</li> </ol> |

|  |                                                                                    |                                                                                                                                                                                                                                                                                                                                            |
|--|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <ol style="list-style-type: none"> <li>2. After the students read back, the teacher asked the summary writing worksheets on potofolio to be collected to the teacher.</li> <li>3. The teacher check the students worksheets on portofolio, then calls the students one by one to the front to read aloud their summary writing.</li> </ol> |
|--|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### D. Data collection

In collecting data, I used an interview with the participant in learning reading comprehension through picture books. In this study, I used semi-structured interviews. “semi-structured interviews are interviews conducted by the questions as “resources that can be used in any way and to any appropriate extent”.<sup>62</sup> In the form of semi-structured interviews, it focused on students’ responses and opinions when learning reading comprehension through picture books. There are several questions conducted for interviews from researchers to participants (see Table 4). Further questions are asked once the participant answers these questions for follow up and elaboration.

Table 4. Semi-structured interview list questions

| Focus                                           | Questions                                                                                                                                                                          |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exploring student’s learning reading experience | <ol style="list-style-type: none"> <li>1. Do you think picture books build your comprehension skills in reading texts?</li> <li>2. After applying reading comprehension</li> </ol> |

<sup>62</sup> Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative Inquiry in Language Teaching and Learning Research*. New York: Routledge.

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <p>through picture books with the task of summary writing, do you think this is an effective activity to improve reading comprehension? Give the reason!</p> <ol style="list-style-type: none"> <li>3. What do you think about learning reading comprehension through picture books?</li> <li>4. Which part do you like in learning reading comprehension through picture books?</li> </ol>                                                                                                                                     |
| Exploring student's emotion in learning reading | <ol style="list-style-type: none"> <li>1. How do you feel after taking reading comprehension lessons through picture books?</li> <li>2. After participating in the reading comprehension activity through picture books, did you feel that there was an improvement after reading text and summary writing? Give the reason!</li> <li>3. Which part did you enjoy while participating in reading comprehension through picture books?</li> <li>4. Which part makes you feel bored in learning reading comprehension?</li> </ol> |

Furthermore, I conducted interview data using audio recordings. Using audio recordings can be played back to get valid data. In addition, that audio recording becomes an important requirement for researchers to collect data.<sup>63</sup> Therefore, that audio recording is a researcher's need to ensure that the interview takes place and to ensure the consistency and quality of the data collection. Student interviews were conducted voluntarily by a student named ZS (pseudonym) grade IX who was willing to be interviewed for her opinion

<sup>63</sup> Widodo, H. P. (2014). *Methodological considerations in interview data transcriptions*. International Journal of Innovation in English Language Teaching and Research, 3(1), 101-107

on reading comprehension through picture books.<sup>64</sup> It also aims to create a comfortable space for the participant to answer questions freely and without any coercion on the student. In interviewing a student, I used Indonesian language with the reason to simplify the interview from the researcher to the students in answering questions.

In addition, I use observation to observe activities directly and analyze what is happening at the research site. “While observing, researchers constantly consider what they observed and refine ideas about its significance”.<sup>65</sup> By observing the phenomenon directly, the researcher automatically analyzes what is happening at the research location. I make observations by looking at the participation of a student directly in the learning process as long as they carry out reading comprehension through picture books. I also make observations by taking pictures using a handphone camera to capture students' activities during the teaching and learning process. Therefore, after I capture the students' activities can make it easier for researchers to analyze research data by looking back at the pictures that have been taken via handphone cameras as documentation.

In the last data collection, I used document analysis techniques in collecting data. This document analysis is useful for strengthening the data collection. Therefore, that document analysis is a research technique that focuses on producing detailed explanations of events from field notes,

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<sup>64</sup> Berzaneva, Julia. (2014). *Audio Recording of household interviews to ensure data quality*. Journal Of International Development, 26(2), 290-296

<sup>65</sup> Neuman, L. (2014). *Social research methods: qualitative and quantitative approaches*. Person Education Limited, p. 14

magazines, transcriptions, etc.<sup>66</sup> in the previous statement, the document analysis involved students' learning artifacts in the form of learning outcomes to write summaries while applying reading comprehension through picture books. Therefore, document analysis can help researchers to strengthen and support previous data collection.

### **E. Data Analysis**

After collecting data through interviews, observations, and document analysis in the research project, the next step is data analysis. In the context of qualitative research, data analysis activities involve systematically organizing, integrating, and examining data.<sup>67</sup> From the previous statement, the analysis activity allows researchers to gain an understanding of the research topic and learn to expand their knowledge. To analyze the data, the researcher will try to use several techniques, including thematic analysis and transcription.

In addition, as a qualitative methodology, thematic analysis is one of the techniques used to analyze research data in the field of education. Furthermore, that thematic analysis is a tool used to analyze data collections such as transcripts of interviews either audio or video recordings and focus groups.<sup>68</sup> According to the previous statement, the thematic analysis was carried out based on research questions. Therefore, in this study, participants'

<sup>66</sup> Bowen, Glenn A. (2009). *Document Analysis as a Qualitative Research Method*. Qualitative Research Journal, 9(2), 27-40

<sup>67</sup> Neuman, L. (2014). *Social research methods: qualitative and quantitative approaches*. Person Education Limited, p. 14

<sup>68</sup> Yukhymenko, M, Brown, S, Lawless, K, Brodowinska, K, & Mullin, G. (2014). *Thematic analysis of teacher instructional practices and students responses in the middle school classrooms with the problem based learning environment*. Global Education Review, 1(3), 93-109

answers will be found when interviewed. In using thematic analysis, the researcher hopes that this technique can be used to analyze research data clearly and in detail.

Furthermore, for this study “transcribed interview data by copying includes five steps; 1) listening to speech data, 2) forming speech data. 3) communicating speech data with interpretive intent, (4) reproducing speech data, 5) building data credibility”.<sup>69</sup> Therefore, in processing the transcription after it was done by the researcher to collect interview data through audio recordings conducted with a student named ZS (pseudonym) class IX. Researchers will playback the audio recorder to be analyzed and converted into written data. Analyzing transcription data can make it easier for researchers to process and recognize research data.

In qualitative research, how to code the qualitative data and the decisions about research design involved in the analysis process are all important to the researcher. Additionally, qualitative coding is a short word or phrase that symbolically summarizes, highlights a message, captures the essence of some data, language-based data or visual data.<sup>70</sup> In addition, qualitative coding helps researcher to make progress in structuring entire research projects and presenting data in an effective and efficient manner.<sup>71</sup>

<sup>69</sup> Widodo, H. P. (2014). *Methodological considerations in interview data transcriptions*. International Journal of Innovation in English Language Teaching and Research, 3(1), 101-107

<sup>70</sup> Skjott linneberg, Mai; Korsgaard, Steffen (2019). *Coding qualitative data: a synthesis guiding the novice*. Qualitative Research Journal, (), QRJ-12-2018-0012-.

<sup>71</sup> Lee, Gyeonghwa (2021). *Clarifying the complexities of qualitative research: a book review of Philip Adu's A step-by-step guide to qualitative data coding*. The Qualitative Report, 26(7), 2168-2170



Furthermore, qualitative coding also makes researchers think comprehensively in research projects.

#### **F. Trustworthiness**

In this study, trustworthiness means the truth of the data in the result of the research report. Forward that “trustworthiness in the qualitative research using criteria terms such as dependability, conformability, transferability, credibility, and authenticity”.<sup>72</sup> This means researchers can obtain appropriateness, dependability, and even authenticity to ensure that the research process is legible and well-document. To achieve this trustworthiness, the researcher tried to describe the process of data collection. In data collection, in the first technique, researchers used tools for interviews, namely audio recordings with participants voluntarily to get answer that were open, honest and not forced. The second techniques of data collection was carried out through classroom observation using a cellphone camera as a tool to see the teaching and learning process of both teachers and students when applying reading comprehension through picture books. The next data collection is that the researchers uses document analysis through a students’s product learning artifact in the form of a summary writing task in reading comprehension through picture books. After getting some triangulation of data from the previous data collection, the researcher tried to interpret the data collection process with detailed explanations.

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<sup>72</sup> Elo, S, Karianen, M, Kanste, O, Polkki, T, Utrianen, K, & Kyngas, H. (2014). *Qualitative content analysis: a focus on trustworthiness*. *Researching Nursing and Health*, 2(5), 1-10.

Concerning the standard of credibility, the credibility as referring to the processing of triangulated data sources.<sup>73</sup> From triangulated data sources both data collection and data analysis, the researcher will ensure an in-depth description and interpretation of all research process during the practice of the research project to gain confidence in the current research. In addition, data collection with the project must be clearly ensured. Forward, that researchers should ensure that all participants taking part in research project are identified and properly described.<sup>74</sup>



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<sup>73</sup> Stahl, N, A., & Kin, J, R. (2020). *Expanding approaches for research: understanding and using trustworthiness qualitative research*. Journal of Development Education, 44(1), 26-18

<sup>74</sup> Elo, S, Karianen, M, Kanste, O, Polkki, T, Utrianen, K, & Kyngas, H. (2014). *Qualitative content analysis: a focus on trustworthiness*. Researching Nursing and Health, 2(5), 1-10.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents the discussions and research findings. The present study was conducted to determine the research problem. Based on the experience of a student, as a student learns reading comprehension and summary writing mediated reading tasks through picture books.

#### **A. Research Findings**

This study was conducted to investigate a student's reading comprehension learning experience through picture books as well as to improve a student's understanding of reading a text. The findings of This study are presented and compiled contextually based on information collected from class observations, document analysis, semi-structured interviews, and a student's daily journal was used as evidence in the implementation of reading comprehension learning through picture books. The three main findings theme identified includes: 1) Mediating student to learn reading comprehension, and 2) Visual-based summary writing as a site for reading comprehension. These findings are reported in descriptive form with discussion.

##### **1) *Mediating student to learn reading comprehension***

A student named UH (Pseudonym) said she had never followed the reading comprehension in English lessons before. Thus, the teacher introduced all students including UH to learn reading comprehension through picture books before starting the learning. She was very enthusiastic to follow learning reading

comprehension. Then, the teacher distributed the picture books to each student. To achieve this goal, the teacher immediately gave an example by showing an image to the students to see and understand the picture. And then, the teacher asked her students to compare their understanding and experiences through the picture that already showed by the teacher. She also asked to write down their understanding. The picture book is also expected to support and build the enthusiasm and attractiveness of the students to complete the learning of reading comprehension. In addition, she is a student who initially looks like confuse about what is reading comprehension. But finally, she has begun to understand in learning reading comprehension.

*“In the picture, there are two animals, namely a tiger and a peacock. At first, I was very confused about what the picture meant, but after the teacher explained and gave me an example to compare and match the meaning of the picture and then I was assigned to write my understanding of the picture. Finally, I immediately understood it, and I began to write every sentence based on the pictures.”<sup>75</sup>*

As seen in Figure 1, UH began to write a few sentences that she got understanding the picture shown by the teacher. She built her understanding of her own experience and knowledge from the picture. Then, she wrote sentences with words that she knew. In addition, the beginning of learning reading comprehension encourages her to manage the learning activities or learning that was arranged in accordance with the tasks that she had in each group. On the other hand, she was looking for each vocabulary that she had not know through the dictionary.

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<sup>75</sup> Daily journal of Umi Hanik, 12th September 2022 in class VIII-D

*“After writing, I finally finished first. While waiting for my friends, I looked up some vocabulary in the dictionary I didn't understand. It helped me improve my vocabulary”.*<sup>76</sup>

While the teacher observes how well a student wrote the result of her understanding in presenting the text as shown below in Figure 1, she found out that UH focused on doing her task. She complete her worksheet by writing sentences based on the picture given.

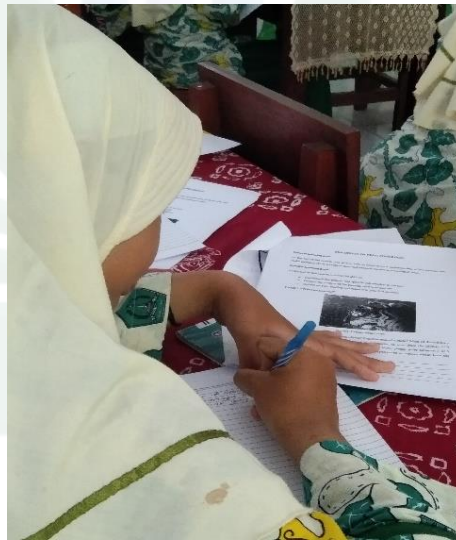


Figure 1. A student writes a few sentences on her understanding of the picture

The following vignette shows that this interview was carried out with UH.

This interview was conducted in Indonesian and translated into English as follows. In this interview, UH added that she found images in the textbook helped her improve the vocabulary. The illustration helped her matched the words.

- Teacher : Do you think the picture book builds your understanding skills in reading text?  
 UH : Yes, because in addition to clarifying and beautifying it also becomes the interesting of the reading content and can

<sup>76</sup> Daily journal of Umi Hanik, 12th September 2022 in class VIII-D

- improve the reader's skills by using the media of picture books
- Teacher : Then, which part can improve your reading skills?
- UH : In the contents of the reading there is an illustration image.<sup>77</sup>

From the excerpt, that picture books mediate UH learn to improve reading comprehension because of the illustration. She was also more interested and helped her easily understand the purpose of the reading text. Reading comprehension in the form of text combined with pictures can increase her reading. In addition, when a student saw the picture exposed to the picture immediately she got ideas and understanding of what the text means.

As seen in Figure 2, When she started writing a few sentences, there were vocabularies that she did not know. To help her, the teacher advised her to open the dictionary. This helps her more easily to complete writing in reading comprehension. This data was also echoed by the the interview excerpt below.



Figure 2. UH was looking for the meaning of difficult vocabulary in a dictionary

<sup>77</sup> Interview with Umi Hanik, Date 24th September 2022 in class VIII-D

The following was an additional interview conducted with UH about vocabulary learning. She was confused with the unfamiliar vocabulary in her reading. While she found the solution to know the meaning from the images, dictionary, and learning partners to help her more certain with the word meanings.

- Teacher : Then, are there no difficulties when reading the text in reading comprehension?  
 UH : Yes, because there are difficult vocabularies that I didn't know when I looked in the dictionary, some were there and some were not. So, I discussed with my partner to find vocabulary that I didn't know and asked my teacher  
 Teacher : When you discuss with your partner or group partner, do you find the meaning of the vocabulary?  
 UH : Yes, I found it.<sup>78</sup>

From the opinion of UH at the beginning of reading comprehension, it can be seen that UH discussed the unfamiliar vocabulary with her peers. She believed that through peer discussion, she could help each other. Allowing students to work with their peers will increase students' learning engagement. In addition, teacher also had an important role in guiding students.

- Teacher : What else can help you?  
 UH : Besides looking up difficult words in the dictionary, I asked to the teacher for unknown vocabularies that were not found in the dictionary.  
 Teacher : Did the teacher always guided your difficulties on looking for unknown vocabularies in learning reading comprehension?  
 UH : Of course, My teacher always guide me and friends in learning reading comprehension.

Teacher guided the students in learning reading comprehension. And also helped students with difficulties to found the unfamiliar vocabulary. Based on the premise, the findings of This theme indicate that using a picture book for the

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<sup>78</sup> Interview with Umi Hanik, Date 24th September 2022 in class VIII-D

beginning of reading comprehension has a positive impact on a student with English skills such as comprehension, writing skills, and knowledge of words or vocabulary.

## 2) *Visual-based summary writing as a site for reading comprehension*

In reading comprehension, UH begun write the task on reading comprehension. Then, the teacher gave a reading task in the form of summary writing, the teacher did not directly asked her to do the summary writing. In summary writing several things must be considered, the teacher explained in writing a summary, namely the structure of the text that must be known by a student. First, UH determines several text structures to be written, such as the orientation, complications, and re-orientation of the text that has been read by a student as seen in figure 3.

*“Before starting the assignment, the English teacher explained how to summarize correctly and structured. I paid attention to the explanation from the English teacher. Because it's not just summarizing, even in summarizing there must be structures. Then, the teacher gave a way of summarizing by writing 20 words of orientation, 20 words about where the problem was in the story, and 20 words of solution from the story. Since This is my final assignment in reading comprehension, I am very excited to work on writing a summary of the story "The Origin of Reog Ponorogo".<sup>79</sup>*

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<sup>79</sup> Daily journal of Umi Hanik, date 14th September 2022





Figure 3. Determining the structure of the text in the reading with a partner group

In Figure 3, students discussed to determine the structure of the text in writing a summary. Summary writing assignments include individual assignments. However, When UH discussed with her peers. UH determined the structures of the reading text. She was very responsive in determining the structure of the text, and her peers connected ideas and opinions when determining the structure. She began to determine the introduction of characters along with a brief background on the story text, and determining the location of the problem. So, determining the structure of the text will improve the reading comprehension ability of UH. In addition, during the discussion section on determining the structure of the text for writing a summary, UH can build their communication and critical thinking skills to understand the text.

In addition, data were also collected from semi-structured interviews. The interview about UH determined the structure of the text in summary writing.

Teacher : In summarizing the story, did you summarize directly from the text with the structure?

- UH : Yes, I use structure. Orientation structure, complications, resolution and re-orientation
- Teacher : Oo, what about the orientation?
- UH : About character introduction
- Teacher : Oh ok, about character recognition. Can you explain and give an example of what orientation about!
- UH : Yes, the orientation is from my understanding which has been explained about the background of the content of the text or story which contains the introduction of characters. For example, in the section when introducing a beautiful princess named Putri Sanggalangit, a princess from the kingdom of Kediri, then by introducing of this figures such as the King of Kediri, the King of Kelanaswanda, what kind of person is King Singobarong, like that?
- Teacher : Oo hu'um, what about the complication?
- UH : Problem
- Teacher : Can you explain and give an example the kind of complication!
- UH : Well, what about this complication or the location of the problem from the contents of the story in the book is where the problems that occur in the text story start. An example from my understanding in the text of the Reog Ponorogo story, namely when King Singobarong sent spies to find out information on the preparations prepared by King Kelanaswanda who then subordinates of King Kelanaswanda found out about these spies and finally there was an attack plan against King Singobarong. So.
- Teacher : And, what about the resolution?
- UH : Problem solving
- Teacher : Well, can you explain and give an example of the intent in solving the problem?
- UH : In solving problems as my understanding the solution to the problem is the solution to the problem of the story. For example, like King Kelanaswanda who began to attack King Singobarong while sleeping in the park with a peacock on her head and King Kelaswanda whipped her magic belt at King Singobarong and finally the head of King Singobarong and the peacock united so that they became a two-headed animal, then King Kelanaswanda's conditions were fulfilled to marry Princess Sanggalangit. And there will be a Reog Ponorogo show in East Java.<sup>80</sup>

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<sup>80</sup> Interview with Umi Hanik, Date 24th September 2022 in class VIII-D

Seen from UH statements, shows that writing a summary was quite effective as a reading task in reading comprehension. She could understand the structure of the text along with explaining and giving examples in the story text. From the interview excerpt, it can also be seen that the participant was aware of the generic structure of the text. For instance, she understood that orientation focused on introducing the characters and the settings. This allows her to better comprehend the passage when she was asked to write the summary. Furthermore, She understood that complication the problem of the story about. Then, she understood that resolution was the solution of the problem. She learned not only about reading and writing but also reading comprehension related to the ability to interpret through the structure of the text. The next student continues, in summary writing itself as seen in figure 4.

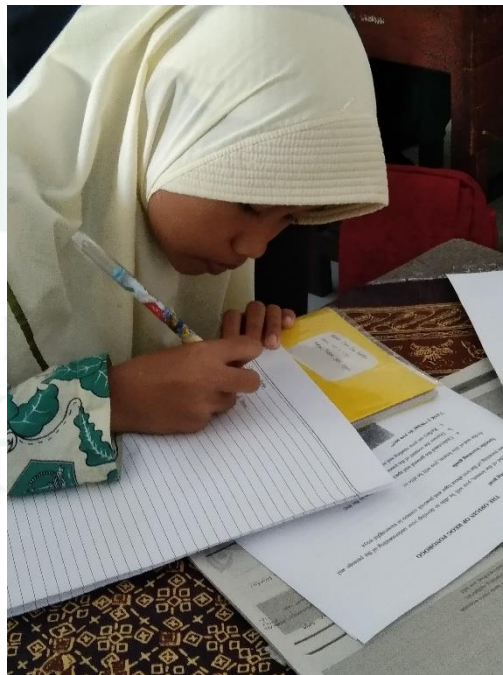


Figure 4. UH does summary writing itself

Furthermore, after a UH determined the structure of the text. She continued in the stage of writing a summary by herself because her peers had to join kompter assesment the name was ANBK. Then, teacher asked UH to join with the peers again, but she did not want, she wanted to did it by herself because the reason was more freely, work independently, and focus to did the assignment of reading comprehension. So, UH did the summary writing itself.

*“I also worked on writing the summary myself without a partner, I decided to do it myself because my friends at the previous meeting always couldn't participate due to clashes with ANBK. The English teacher also asked me why I didn't join and discuss it again with my partner. The reason I decided to do it myself was that working independently and thinking more freely made me focus more on developing my ability in reading comprehension”.*<sup>81</sup>

The following was an interview with a student about why she prefers to do her own work and does not want to join the group partner.

- Teacher : Then, what is your role in a group discussion in learning reading comprehension?
- A student : Eee, at first I had a partner and played the role of understanding the contents of the reading text, while my friend was looking for difficult vocabulary. However, because I often clash with ANBK activities, I prefer to work individually.
- Teacher : Then, is it okay if you work without a partner or individually?
- A student : In my opinion, it doesn't matter because I prefer to do my own assignments hehe
- Teacher : Why do you prefer to be alone in doing reading comprehension tasks?
- A student : Because I can think more freely and want to increase my confidence in improving my reading comprehension through picture books
- Teacher : And are there no difficulties when you work on the text, meaning doing tasks in reading comprehension learning?

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<sup>81</sup> Daily journal of Umi Hanik, date 19th September 2022 in class VIII-D

A student : I personally think there is no difficulty because if I don't understand anything, I can ask my classmates.<sup>82</sup>

From student's statement, shows that she wants to do the assignment by herself. the decision she made for several reasons. First, because the partner group always clashed with the schedule of the ANBK each session in every English meeting. And the last, doing their own work increases self-confidence and is more flexible in thinking. Therefore, the student wrote a summary responsively and quickly and was more confident.

*“I also worked on writing the summary myself without a partner, I decided to do it myself because my friends at the previous meeting always couldn't participate due to clashes with ANBK. The English teacher also asked me why I didn't join and discuss it again with my partner. The reason I decided to do it myself was that working independently and thinking more freely made me focus more on developing my ability in reading comprehension”.*<sup>83</sup>

The data shows that visual-based summary writing in learning reading comprehension was very effective in improving students' understanding. In addition, summary writing with the availability of picture book media was a visual media that combined picture with a text. In addition, the visual images read by the students became a fun learning media to avoid students' boredom in learning reading comprehension on reading task summary writing. Which aims to increase students' interest in learning English, especially in learning reading comprehension.

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<sup>82</sup> Interview with Umi Hanik, date 24th September 2022 in class VIII-D

<sup>83</sup> Daily journal of Umi Hanik, date 19th September 2022 in Class VIII-D

## B. Discussions

Currently, the narrative inquiry research design examines the experiences of a secondary school student participating in reading comprehension through picture books. In addition, this study also looks at how a student's reading comprehension with summary writing through picture book mediated reading task. Based on the findings, the researcher found three results, namely that reading comprehension can develop a student's understanding in English lesson (e.g. skills in interpreting texts and vocabulary knowledge), visual-based summary writing as a site for reading comprehension, and motivating a student's reading comprehension skills on reading task.

The first finding is supported by Roslina (2017) which shows reading comprehension using picture story book media.<sup>84</sup> Furthermore, from reading comprehension learning, students are given the opportunity to understand the contents of the reading text, and analyze it. She also mentioned that reading comprehension activities through picture books have a role for students to explore other English skills such as building writing skills. For example, when learning to read, students complete a task about writing sentences from the story using picture storybook media. Indirectly, students also get writing practice from previous activities. In addition, the findings from Restanto (2016) regarding the use of picture books in improving students' reading. She argues that using picture books in learning to read is considered the main knowledge needed in language

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<sup>84</sup> Roslina (2017). *The effect of picture storybooks on students' reading comprehension. Advance in Language and Literary Studies*, 8 (2), 213-221.

learning.<sup>85</sup> Thus, the use of picture books can improve students' understanding in reading texts. For example, there are some students who have difficulty understanding reading, but if you use a picture book, the student's understanding will increase because they see the illustrations in the text.

In addition, in reading comprehension learning activities, students are asked to write a summary of the text. As previously explained, the activity makes students build their comprehension skills because the results of students' understanding in reading by writing summaries can draw on their competence about the texts they have read. This is also related to the findings from Mokeddem and Houcine (2016) about writing summaries through reading comprehension on students' comprehension and writing skills.<sup>86</sup> To write a summary in accordance with the material provided by the teacher. Thus, in writing a summary, students already know the text structures in the student's reading text. Therefore, from the first finding it is concluded that reading comprehension not only helps students to develop word or writing knowledge but also other basic English skills such as comprehension.

Furthermore, to achieve students' motivation to learn reading comprehension, teachers can use various methods such as learning reading comprehension using picture books and reading assignments to make learning

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<sup>85</sup> Restanto, Maulana (2016). *The Use of Picture Books in Teaching Reading for Junior High School Students. Journal of English and Education*, 4(2), 49-62

<sup>86</sup> Mokeddem, Samiha., & Houcine, Samira (2016). *Exploring the relationship between summary writing ability and reading comprehension: Toward an EFL Writing-to-Read Instruction. Mediterranean Journal of Social science*, 7(2)

more efficient.<sup>87</sup> For example, in this study providing reading comprehension learning mediated by reading assignments with picture books, the teacher gives one task to train students' understanding such as studying understanding in pictures and then linking students' experiences and knowledge to pictures shown by the teacher as the beginning of reading comprehension learning. , then the next task is to write a summary by adjusting the structure of the text to measure their understanding of the reading text in the picture book. All of these activities are designed to make students feel happy, interested in learning English and not feel bored during the activity. In addition, In increasing students' enthusiasm and interest in learning reading comprehension, it is necessary to use strategies or methods.<sup>88</sup> Such as using picture books that can attract students' interest with various illustrations in the reading text. From the statement of the previous findings, it can be concluded that using learning strategies in reading comprehension can improve students' abilities and enthusiasm.

Although this study yielded positive findings and in-depth information about English teaching and learning strategies, namely reading comprehension using picture books, this study has some significant limitations. First, the limited time of this study, the researcher was not able to monitor some students who always clashed by taking a computer exam assessment called ANBK during reading comprehension learning. Thus, for further research, it is hoped that researchers can provide more appropriate time to fill reading comprehension

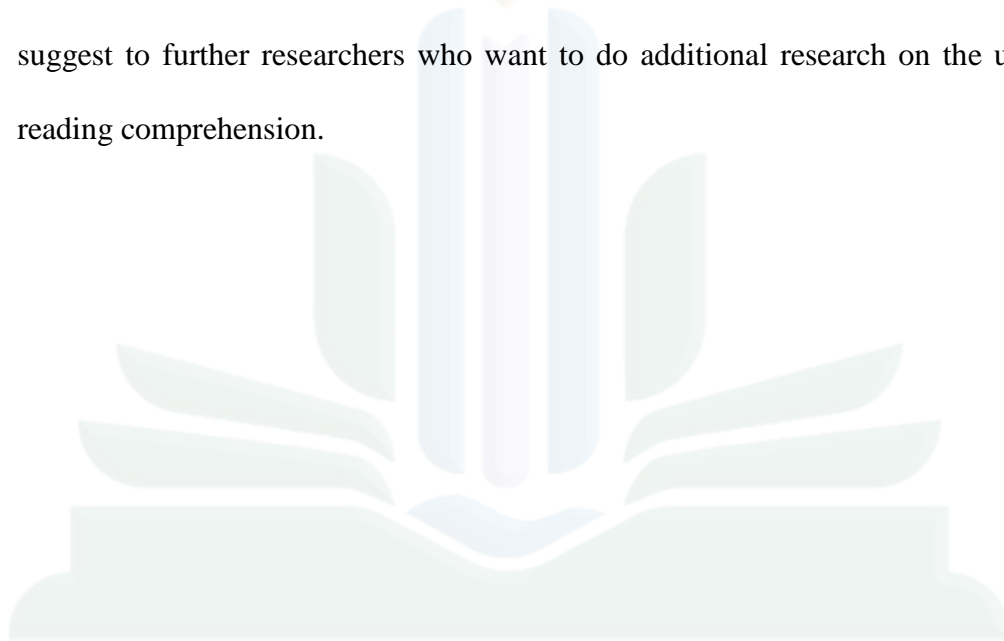
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<sup>87</sup> Suzette Youngs; Frank Serafini (2011). *Comprehension Strategies for Reading Historical Fiction Picturebooks*. , 65(2), 115–124.

<sup>88</sup> Page, W. D. (2010). *Reading comprehension: The purpose of reading instruction or a red herring*. *Reading World*, 19(3), 223–231.



lessons with students who clash with the ANBK computer exam assessment activities so that they are more clearly structured. Second, the less accurate assessment of reading comprehension. Future studies require a deeper analysis of students' development in understanding reading texts. Therefore, the authors suggest to further researchers who want to do additional research on the use of reading comprehension.



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KH ACHMAD SIDDIQ  
JEMBER

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter there are two points, namely conclusions and suggestions. Conclusions are made to summarize all the research chapters that have been carried out and for suggestions that are expected and can be used as references for future researchers. The following are conclusions and suggestions as follows.

#### **A. Conclusion**

In the research findings, the researcher found that learning reading comprehension through picture books with reading assignments had good benefits for mediating students to learn reading comprehension, visual-based summary writing as a site for reading comprehension. Therefore, Another result of determining the structure of the text in the reading, followed by the task of writing a summary that can make students better understand the important points that must be known in the reading text. In conclusion, the use of strategies in reading comprehension provides positive benefits for teachers and students in the teaching and learning process.

#### **B. Suggestions**

At the end of this research, the researcher will offer the following suggestions for using comprehension learning through picture books in the reading assignment below.

a. For pre-service and in-service English teachers

In learning and teaching reading comprehension through picture books can be one way to achieve learning objectives. Therefore, the researcher hopes that using picture book media can be an alternative tool for reading comprehension for EFL students to get a new atmosphere in the teaching and learning process. In addition, it is hoped that it can facilitate pre-service and in-service English teachers if they want to teach students' understanding through picture books with reading assignments.

b. For the next researcher

From the results of this study, the researcher hopes that it can be a source or reference for further researchers related to the topic of learning students' reading comprehension with reading assignments through picture books. In addition, the results of this study can be used as a comparison material in compiling similar studies. Then, further researchers are advised to fill in other gaps in this study.

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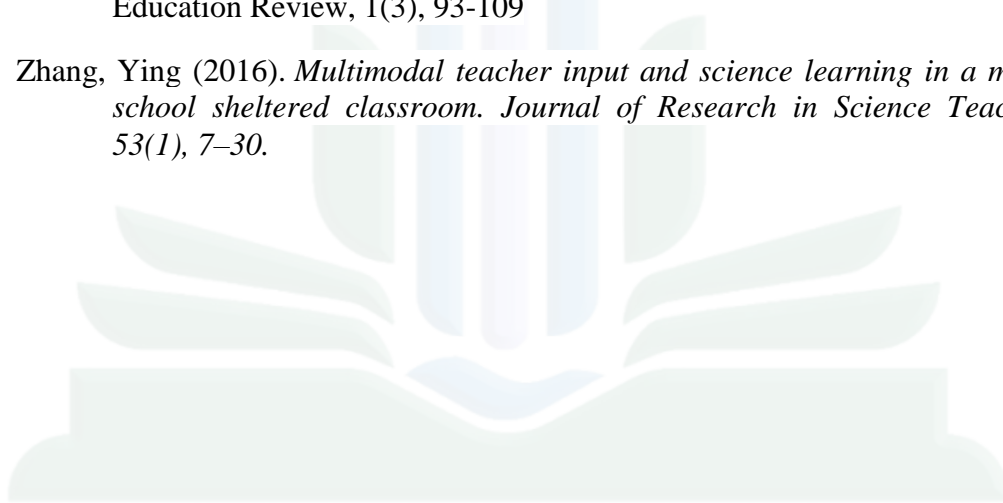
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## Appendix A

### RENCANA PELAKSANAAN PEMBELAJARAN 1

|                           |                                               |
|---------------------------|-----------------------------------------------|
| Nama Sekolah              | : SMPS                                        |
| Mata Pelajaran            | : Bahasa Inggris                              |
| Kelas / Semester          | : VIII/ Ganjil                                |
| Materi Pokok<br>Ponorogo) | : Narrative text (Story of The Origin of Reog |
| Alokasi Waktu             | : 80 menit 1 x JP                             |

#### A. Kompetensi Inti (KI)

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.
3. Memahami pengetahuan dengan mengamati (mendengar, melihat, membaca) teks bacaan.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, merangkai, dan menulis kalimat) sesuai dengan pemahaman dari gambar dalam pemahaman bacaan.

#### B. Kompetensi Dasar dan Indikator

| NO | KOMPETENSI DASAR                                                                                                                                                          | INDIKATOR                                                                                                                                                                                                                                                                                                                                  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fabel indonesia dan legenda indonesia, sesuai dengan konteks penggunaannya. | 3.7.1 Menjelaskan fungsi sosial dari dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.<br>3.7.2 Menjelaskan unsur kebahasaan dari dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.<br>3.7.3 Menjelaskan struktur teks dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya. |

|   |                                                                                                                                        |                                                                                                         |
|---|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 2 | 4.7 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya. | 4.7.1 Menggali informasi rinci dari teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana. |
|---|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|

### C. Tujuan Pembelajaran

- Setelah melaksanakan kegiatan pembelajaran pemahaman bacaan melalui buku bergambar peserta didik diharapkan dapat membangun pemahaman membaca secara lisan maupun tertulis sesuai dengan konteks penggunaannya.
- Setelah pemahaman membaca melalui buku bergambar siswa diharapkan mampu menulis ringkasan yang ada di dalam teks buku bergambar tersebut. Memahami struktur orientation, complication, resolution dan reorientation.

### D. Pendekatan dan model pembelajaran

1. Pendekatan : Scientific Approach
2. Model Pembelajaran : Project-based learning
3. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas

### E. Media Pembelajaran

#### 1. Media

Buku tugas bergambar

#### 2. Alat/Bahan

Portofolio, spidol, gambar

#### 3. Sumber Pembelajaran

- Referensi pembelajaran pemahaman membaca, Ferdiansyah, Sandi. *Reading Comprehension Strategies: a task based intensive reading*. IAIN Jember: Tarbiyah dan Ilmu Keguruan.
- Sumber dari internet, seperti:
  - [www.harianmerapi.com](http://www.harianmerapi.com)
  - <https://www.youtube.com/watch?v=no1xmv-9bIU>

## F. Kegiatan Pembelajaran

| Stages                              | Goals                                                                                                                                                                                                               | Teachers' Activities                                                                                                                                                                                                                                                                                   | Students' Activities                                                                                                                                                                                                                               |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focused form instruction: Pre-input | <ul style="list-style-type: none"> <li>- Membangun pemahaman siswa tentang pemahaman bacaan</li> <li>- Membangun pemahaman siswa tentang bagian gambar dan buat maknanya</li> <li>- Membangun kolaborasi</li> </ul> | <ul style="list-style-type: none"> <li>- Guru mengajak siswa untuk melihat sebuah gambar visual yang akan menjadi bahan pembahasan dalam menafsirkan makna dan menghubungkan teks</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>- Siswa mendengarkan dan memahami gambar visual yang ditampilkan di LCD</li> <li>- Siswa membuat kalimat yang menggambarkan gambar tersebut</li> </ul>                                                      |
| Task oriented input                 | <ul style="list-style-type: none"> <li>- Membangun semangat bekerja sama dan sikap menghargai sesama</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk Mereka belajar menafsirkan maknanya dengan menghubungkan teks dan visualnya. (<i>Task 1</i>)</li> <li>- Guru meminta siswa untuk menulis kosakata, mengartikan dan menulis kalimat dari kosakata tersebut (<i>Task 2</i>)</li> </ul> | <ul style="list-style-type: none"> <li>- Siswa menulis 3 atau 5 kalimat yang menjelaskan dari gambar tersebut</li> <li>- Siswa menuliskan 10 kosakata beserta arti dan kalimat yang telah ditulis dari penjelasan dari gambar tersebut.</li> </ul> |
| Post input                          | <ul style="list-style-type: none"> <li>- Menilai perkembangan dan pemahaman siswa terhadap pemahaman siswa dalam menghubungkan teks dan visualnya</li> </ul>                                                        | <ul style="list-style-type: none"> <li>- Guru mengarahkan siswa untuk membaca kembali hasil penulisan dalam menghubungkan teks dari gambar visual tersebut.</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>- Siswa membaca kembali hasil penulisan dalam menghubungkan teks dari gambar visual tersebut.</li> </ul>                                                                                                    |

### **Mengorganisasikan peserta didik untuk belajar**

- Peserta didik diminta untuk membentuk partner sesuai daftar hadir, dalam partner tersebut yang beranggotakan 2 siswa dengan masing-masing peran yakni; (1) satu siswa pertama ditugaskan untuk membaca dan memahami teks, dan (2) siswa kedua menulis kosakata asing beserta artinya.

### **Membimbing penyelidikan individu maupun kelompok**

- Peserta didik diminta untuk berkumpul dengan kelompoknya masing-masing
- Peserta didik diminta untuk membagi tugas dengan teman partnernya untuk mengacak, mencari, dan menulis jawaban pada kertas yang telah disediakan
- Peserta didik diminta agar mengerjakan tugasnya dengan kompak dan teratur

### **Menganalisis dan mengevaluasi proses pemecahan masalah**

- Peserta didik diminta untuk membaca kembali hasil penulisan dari penghubungan teks dengan gambar visual dan mencari kosakata yang sulit serta mengartikannya bersama-sama.

#### **A. Penilaian**

- a. Teknik penilaian : Tes tertulis
- b. Bentuk instrument : Essay dan menyusun atau menulis struktur teks cerita
- c. Kisi-kisi:

| <b>No</b> | <b>Indikator</b>                                                                                                               | <b>Butir Instrument</b> |
|-----------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 1.        | Peserta didik memahamai isi cerita dan dapat mendeskripsikan gambar dengan memadukan pengalaman dan pengetahuan peserta didik. | Task 1                  |
| 2.        | Peserta didik dapat menulis kosakata asing serta menulis arti dan kalimatnya.                                                  | Task 2                  |

d. Konversi penilaian:

| No | Butir Instrument | Butir Soal | Skor /butir soal |
|----|------------------|------------|------------------|
| 1. | Task 3           | 1          | 100              |
| 2. | Task 4           | 10         | 10               |

NA:  $\frac{\text{Skor perolehan} \times 2}{\text{Skor maksimal}}$

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Kepala SMPS

Guru Mata Pelajaran

(.....)

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## THE FIRST MEETING

### THE ORIGIN OF REOG PONOROGO

#### General learning goal

At the end of the lesson, you will be able to develop your understanding of the passage and make meaning of the text about tiger and peacock context in meaningful ways.

#### Specific learning goals

At the end of this lesson, you will be able to:

- a. Understand the general and specific information in the text
- b. Discuss the content of the passage with your partner
- c. Reflect on your reading and relate it to your life context.

#### TASK 1 “What do you see?”



Source: [www.harianmerapi.com](http://www.harianmerapi.com)

What do you know in the picture above? Familiar animals, right? Most of the children knew the two animals were in the zoo or from social media, as seen from the picture of a peacock on a tiger's shoulder in the middle of the forest. Now, please write between 3 or 5 sentences that describe the picture. You can include experiences or stories about how the pictures relate to your knowledge.

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### TASK 2 Vocabulary in Context

When talking about tigers and peacocks, you might use words that relate to how you got know the two animals, where you met them, or share stories about your experiences at the zoo, getting to know tigers and peacocks through social media and even from picture media. Name list 10 words and write a sentence for each word.

- |            |            |
|------------|------------|
| a. Word :  | e. Word :  |
| Meaning :  | Meaning :  |
| Sentence : | Sentence : |
| b. Word :  | f. Word :  |
| Meaning :  | Meaning :  |
| Sentence : | Sentence : |
| c. Word :  | g. Word :  |
| Meaning :  | Meaning :  |
| Sentence : | Sentence : |
| d. Word :  | h. Word :  |
| Meaning :  | Meaning :  |
| Sentence : | Sentence : |

## RENCANA PELAKSANAAN PEMBELAJARAN 2

Nama Sekolah : SMPS  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : VIII / 1  
 Materi Pokok : Narrative Text (Story of The Origin of Reog Ponorogo)  
 Alokasi Waktu : 80 menit 1 x JP

### A. Kompetensi Inti (KI)

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.
3. Memahami pengetahuan dengan mengamati (mendengar, melihat, membaca) teks bacaan.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, merangkai, dan menulis kalimat) sesuai dengan pemahaman dari buku bergambar dalam pemahaman bacaan.

### B. Kompetensi Dasar dan Indikator

| NO | KOMPETENSI DASAR                                                                                                                                                          | INDIKATOR                                                                                                                                                                                                                                                                                                                                  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fabel indonesia dan legenda indonesia, sesuai dengan konteks penggunaannya. | 3.7.1 Menjelaskan fungsi sosial dari dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.<br>3.7.2 Menjelaskan unsur kebahasaan dari dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.<br>3.7.3 Menjelaskan struktur teks dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya. |
| 2  | 4.7 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya.                                    | 4.7.1 Menggali informasi rinci dari teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.                                                                                                                                                                                                                                    |



### C. Tujuan Pembelajaran

- Setelah melaksanakan kegiatan pembelajaran pemahaman bacaan melalui buku bergambar peserta didik diharapkan dapat membangun pemahaman membaca secara lisan maupun tertulis sesuai dengan konteks penggunaannya.
- Setelah pemahaman membaca melalui buku bergambar siswa diharapkan mampu menulis ringkasan yang ada di dalam teks buku bergambar tersebut. Memahami struktur orientation, complication, resolution dan reorientation.

### D. Pendekatan dan model pembelajaran

4. Pendekatan : Scientific Approach
5. Model Pembelajaran : Project-based learning
6. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas

### E. Media Pembelajaran

#### 4. Media

Buku tugas bergambar

#### 5. Alat/Bahan

Portofolio, spidol, gambar

#### 6. Sumber Pembelajaran

- Referensi pembelajaran pemahaman membaca, Ferdiansyah, Sandi. *Reading Comprehension Strategies: a task based intensive reading*. IAIN Jember: Tarbiyah dan Ilmu Keguruan.
- Sumber dari internet, seperti:
  - [www.harianmerapi.com](http://www.harianmerapi.com)
  - <https://www.youtube.com/watch?v=no1xmv-9bIU>

## F. Kegiatan Pembelajaran

| Stages                              | Goals                                                                                                                                                                                                                                                                                  | Teachers' Activities                                                                                                                                                                                                                                                                                                                                                                                                | Students' Activities                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focused form instruction: Pre-input | <ul style="list-style-type: none"> <li>- Membangun pemahaman siswa tentang teks naratif</li> <li>- Membangun siswa untuk meningkatkan pemahaman membaca dengan mengetahui struktur-struktur teks naratif</li> <li>- Membangun siswa untuk meningkatkan keterampilan membaca</li> </ul> | <ul style="list-style-type: none"> <li>- Guru mengarahkan siswa dalam partner untuk menentukan peran siswa dalam pembagian tugas</li> <li>- Guru meminta siswa untuk menyebutkan contoh dari struktur teks naratif yang mereka ketahui</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>- Siswa membentuk partner dengan masing-masing peran yang berbeda di setiap siswa</li> <li>- Siswa menyebutkan dan menulis contoh struktur teks naratif yang mereka ketahui</li> </ul>                                                                                                                                                                                 |
| Task oriented input                 | <ul style="list-style-type: none"> <li>- Membangun semangat bekerja sama dan sikap menghargai sesama</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk saling membantu jika ada teman partner yang kesulitan membaca dan memaknai yang terdapat pada teks naratif</li> <li>- Guru meminta siswa untuk menulis jawaban dari pertanyaan-pertanyaan dalam cerita tersebut (<i>Task 3</i>)</li> <li>- Guru meminta siswa untuk menemukan dan menentukan struktur teks naratif pada cerita di buku</li> </ul> | <ul style="list-style-type: none"> <li>- Siswa mempraktikkan pemahaman bacaan di dalam kelas membaca dengan waktu yang sudah ditentukan yakni 10 menit untuk berganti paragraph yang dibaca pada teks tersebut secara berpartner</li> <li>- Siswa membantu partner yang sulit untuk membaca dan memaknai pada teks bacaan</li> <li>- Siswa menulis jawaban dari pertanyaan-pertanyaan dalam cerita</li> </ul> |

|            |                                                                                                                                     |                                                                                                                               |                                                                                                              |
|------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
|            |                                                                                                                                     | bergambar tersebut( <i>Task 4</i> )                                                                                           | tersebut<br>- Siswa menulis dan mengerjakan struktur-struktur teks naratif yang ada pada buku bergambar      |
| Post input | - Menilai perkembangan dan pemahaman siswa terhadap cerita tersebut dan struktur-struktur teks naratif pada cerita dibuku bergambar | - Guru mengarahkan siswa untuk membaca hasil lembar kerja ( <i>Task 3</i> ) dan ( <i>Task 4</i> ) tiap kelompok didepan kelas | - Siswa untuk membaca hasil lembar kerja ( <i>Task 3</i> ) dan ( <i>Task 4</i> ) tiap kelompok didepan kelas |

#### **Mengorganisasikan peserta didik untuk belajar**

- Peserta didik diminta untuk membentuk partner sesuai daftar hadir, dalam partner tersebut yang beranggotakan 2 siswa dengan masing-masing peran yakni; (1) satu siswa pertama ditugaskan untuk membaca dan memahami teks, dan (2) siswa kedua menulis kosakata asing beserta artinya.

#### **Membimbing penyelidikan individu maupun kelompok**

- Peserta didik diminta untuk berkumpul dengan kelompoknya masing-masing
- Peserta didik diminta untuk membagi tugas dengan teman partnernya untuk mengacak, mencari, dan menulis jawaban pada kertas yang telah disediakan
- Peserta didik diminta agar mengerjakan tugasnya dengan kompak dan teratur

#### **Menganalisis dan mengevaluasi proses pemecahan masalah**

- Peserta didik diminta untuk menjawab pertanyaan-pertanyaan dari cerita tersebut dan mencari struktur-struktur di dalam teks naratif secara berpartner

**G. Penilaian**

- a. Teknik penilaian : Tes tertulis
- b. Bentuk instrument : Essay dan menyusun atau menulis struktur teks cerita
- c. Kisi-kisi:

| No | Indikator                                                                      | Butir Instrument |
|----|--------------------------------------------------------------------------------|------------------|
| 1. | Peserta didik memahamai isi cerita dan dapat menjawab pertanyaan tersebut.     | Task 3           |
| 2. | Peserta didik dapat menganalisa struktur teks tentang Asal-usul Reog Ponorogo. | Task 4           |

- d. Konversi penilaian:

| No | Butir Instrument | Butir Soal | Skor /butir soal |
|----|------------------|------------|------------------|
| 1. | Task 3           | 2          | 50               |
| 2. | Task 4           | 4          | 25               |

NA:  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 2$

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Kepala SMPS

Guru Mata Pelajaran

(.....)

(.....)

## THE SECOND MEETING

### TASK 3 What is in the Text with the pictures?

You and your partner, read the text by looking at the pictures, to make it easier to understand the story below. As seen the picture while you read the text, you will like an amagine the story like a movie in your head. Then, answer the question below after the text.

### THE ORIGIN OF REOG PONOROGO



Source. <https://www.youtube.com/watch?v=no1xmv-9bIU>

Once open the time, there was a beautiful princess of King of Kediri in a palace. She was Dewi Sanggalangit. She was single, it made her parents to be worried. They had said to her to get married soon. Due to her parents asked her every day, she told that she would meditate for three days to get the God

hint. After three days, She told that she would get married with presenting a perform which was never before with 140 twin horses and presenting a two headed animal. There were king

Singabarong from Lodaya empire and king Kelanaswanda from Bandarangin empire registered.





King Singabarong discussed with Iderkala to prepare all the preparation and requirements. But he wanted to know about King Kelanaswanda's preparation by sending some people and Patih Iderkala as seller in Bandarangan for five days. Furthermore, King Kelanaswanda felt that there was a bad foreign in his land and ask Pujanggaleng to met King Singabarong's spies. Pujanggaleng and his people attacked Iderkala and his people. Then, In Lodaya empire, King Singabarong asked soldiers to go to the border, it was shocked because all was killed. They came back to empire, they were not brave to King Singobarong in garden.

When King Kelanaswanda's sword almost hit King Singabarong's with peacocks on his head, King Singabarong was shocked and held up a kris him as fast as. Now, King Kelanaswanda took his magic Samandiman belt, he hit it into the ground and body of Singabarong became weak slowly until he was liked a puppet. He would dance if he heard the instrument or music. He was supposed as a two headed animal (lion and peacock). It was beginning of Reog and Ponorogo was the place of the land. Reog Ponorogo became icon of East Java.



### Question

1. What is the passage about? Write in three sentences.
2. What can you learn most from the origin of Reog Ponorogo? Write in three sentences

#### Task 4 Analysis the structure of the story

You and your partner determine the structures in the story "The Origin of Reog Ponorogo" correctly. Write the structure of the story in the correct order.

1. Orientation = .....

.....

.....

.....

.....

.....

2. Complication = .....

.....

.....

.....

.....

.....

3. Resolution = .....

.....

.....

.....

.....

.....

4. Re-orientation = .....

.....

.....

.....

.....

.....

### RENCANA PELAKSANAAN PEMBELAJARAN 3

|                  |                                                         |
|------------------|---------------------------------------------------------|
| Nama Sekolah     | : SMPS                                                  |
| Mata Pelajaran   | : Bahasa Inggris                                        |
| Kelas / Semester | : VIII / 1                                              |
| Materi Pokok     | : Narrative Text (Story of The Origin of Reog Ponorogo) |
| Alokasi Waktu    | : 80 menit 1 x JP                                       |

#### A. Kompetensi Inti (KI)

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.
3. Memahami pengetahuan dengan mengamati (mendengar, melihat, membaca) teks bacaan.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, merangkai, dan menulis kalimat) sesuai dengan pemahaman dari buku bergambar dalam pemahaman bacaan.

#### B. Kompetensi Dasar dan Indikator

| NO | KOMPETENSI DASAR                                                                                                                                                          | INDIKATOR                                                                                                                                                                                                                                                                                                                                  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fabel indonesia dan legenda indonesia, sesuai dengan konteks penggunaannya. | 3.7.1 Menjelaskan fungsi sosial dari dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.<br>3.7.2 Menjelaskan unsur kebahasaan dari dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.<br>3.7.3 Menjelaskan struktur teks dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya. |
| 2  | 4.7 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya.                                    | 4.7.1 Menggali informasi rinci dari teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.                                                                                                                                                                                                                                    |



### C. Tujuan Pembelajaran

- Setelah melaksanakan kegiatan pembelajaran pemahaman bacaan melalui buku bergambar peserta didik diharapkan dapat membangun pemahaman membaca secara lisan maupun tertulis sesuai dengan konteks penggunaannya.
- Setelah pemahaman membaca melalui buku bergambar siswa diharapkan mampu menulis ringkasan yang ada di dalam teks buku bergambar tersebut. Memahami struktur orientation, complication, resolution dan reorientation.

### D. Pendekatan dan model pembelajaran

1. Pendekatan : Scientific Approach
2. Model Pembelajaran : Project-based learning
3. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas

### E. Media Pembelajaran

#### 1. Media

Buku tugas bergambar

#### 2. Alat/Bahan

Portofolio, spidol, gambar

#### 3. Sumber Pembelajaran

- Referensi pembelajaran pemahaman membaca, Ferdiansyah, Sandi. *Reading Comprehension Strategies: a task based intensive reading*. IAIN Jember: Tarbiyah dan Ilmu Keguruan.
- Sumber dari internet, seperti:
  - [www.harianmerapi.com](http://www.harianmerapi.com)
  - <https://www.youtube.com/watch?v=no1xmv-9bIU>

### F. Kegiatan Pembelajaran

| Stages                              | Goals                                                            | Teachers' Activities                                              | Students' Activities                          |
|-------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------|
| Focused form instruction: Pre-input | - Membangun pemahaman siswa tentang informasi umum dan informasi | - Guru memberikan penjelasan tentang informasi umum dan informasi | - Siswa memahami penjelasan dari guru tentang |

|                     |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p>spesifik pada cerita teks naratif</p> <ul style="list-style-type: none"> <li>- Membangun siswa untuk bereksplorasi tentang informasi umum dan informasi spesifik dalam cerita teks naratif</li> </ul> | <p>spesifik kepada siswa</p> <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk menyebutkan beberapa informasi umum dan informasi spesifik yang mereka ketahui pada cerita teks naratif</li> </ul>                                                                                                                                                                                                                                           | <p>informasi umum dan informasi spesifik</p> <ul style="list-style-type: none"> <li>- Siswa menyebutkan informasi umum dan informasi spesifik yang telah mereka ketahui sebelumnya</li> </ul>                                                                                                                                                  |
| Task oriented input | <p>Membangun semangat bekerja sama dan sikap menghargai sesama</p>                                                                                                                                       | <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk membaca instruksi soal tentang informasi umum dan informasi spesifik cerita teks naratif</li> <li>- Guru meminta siswa untuk menjawab dan menulis soal essay informasi umum cerita teks naratif secara berpartner (<i>Task 5</i>)</li> <li>- Guru meminta siswa untuk menjawab dan menulis soal essay informasi spesifik cerita teks naratif secara berpartner (<i>Task 6</i>)</li> </ul> | <ul style="list-style-type: none"> <li>- Siswa membaca instruksi soal tentang informasi umum dan informasi spesifik cerita teks naratif</li> <li>- Siswa menjawab dan menulis soal essay tentang informasi umum cerita teks naratif</li> <li>- Siswa menjawab dan menulis soal essay tentang informasi spesifik cerita teks naratif</li> </ul> |
| Post input          | <p>Menilai perkembangan dan pemahaman siswa terhadap informasi umum dan informasi spesifik dalam cerita</p>                                                                                              | <ul style="list-style-type: none"> <li>- Guru mengarahkan siswa untuk mengumpulkan hasil lembar kerja dimeja guru, dan guru memanggil</li> </ul>                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>- Siswa membaca hasil lembar kerja jawaban soal essay tentang informasi umum dan</li> </ul>                                                                                                                                                                                                             |

|  |              |                                                                                                                                             |                                                      |
|--|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
|  | teks naratif | tiap kelompok untuk kedepan kelas dan menjelaskan jawaban dari soal essay tentang informasi umum dan informasi spesifik cerita teks naratif | informasi spesifik cerita teks naratif didepan kelas |
|--|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|

### **Mengorganisasikan peserta didik untuk belajar**

- Peserta didik diminta untuk membentuk partner sesuai daftar hadir, dalam partner tersebut yang beranggotakan 2 siswa dengan masing-masing peran yakni; (1) satu siswa pertama ditugaskan untuk membaca dan memahami teks, dan (2) siswa kedua menulis kosakata asing beserta artinya.

### **Membimbing penyelidikan individu maupun kelompok**

- Peserta didik diminta untuk berkumpul dengan kelompoknya masing-masing
- Peserta didik diminta untuk membagi tugas dengan teman partnernya untuk mengacak, mencari, dan menulis jawaban pada kertas yang telah disediakan
- Peserta didik diminta agar mengerjakan tugasnya dengan kompak dan teratur

### **Menganalisis dan mengevaluasi proses pemecahan masalah**

- Peserta didik diminta untuk menulis dan menjawab soal essay tentang informasi umum dan informasi spesifik dalam cerita teks naratif secara berpartner

### G. Penilaian

- a. Teknik penilaian : Tes tertulis
- b. Bentuk instrument : Essay general informasi dan spesifik informasi
- c. Kisi-kisi:

| No | Indikator                                                                                          | Butir Instrument |
|----|----------------------------------------------------------------------------------------------------|------------------|
| 1. | Peserta didik menjawab dan memahami tentang general informasi pada cerita Asal-usul Reog Ponorogo  | Task 5           |
| 2. | Peserta didik menjawab dan memahami tentang Spesifik informasi pada cerita Asal-usul Reog Ponorogo | Task 6           |

- d. Konversi penilaian:

| No | Butir Instrument | Butir Soal | Skor /butir soal |
|----|------------------|------------|------------------|
| 1. | Task 5           | 5          | 20               |
| 2. | Task 6           | 10         | 10               |

NA:  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 2$

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Kepala SMPS

Guru Mata Pelajaran

(.....)

(.....)

### THE THIRD MEETING

You and your partner, read the text by looking at the pictures, to make it easier to understand the story below. As seen the picture while you read the text, you will like an amagine the story like a movie in your head. Then, answer the question below after the text.

### THE ORIGIN OF REOG PONOROGO



Source. <https://www.youtube.com/watch?v=no1xmv-9bIU>

Once open the time, there was a beautiful princess of King of Kediri in a palace. She was Dewi Sanggalangit. She was single, it made her parents to be worried. They had said to her to get married soon. Due to her parents asked her every day, she told that she would meditate for three days to get the God



hint. After three days, She told that she would get married with presenting a perform which was never before with 140 twin horses and presenting a two headed animal. There were king

Singabarong from Lodaya empire and king Kelanaswanda from Bandarangan empire registered.



King Singabarong discussed with Iderkala to prepare all the preparation and requirements. But he wanted to know about

King Kelanaswanda's preparation by sending some people and Patih Iderkala as seller in Bandarangin for five days. Furthermore, King Kelanaswanda felt that there was a bad foreign in his land and ask Pujanggaleng to met King Singabarong's spies. Pujanggaleng and his people attacked Iderkala and his people. Then, In Lodaya empire, King Singabarong asked soldiers to go to the border, it was shocked because all was killed. They came back to empire, they were not brave to King Singobarong in garden.

When King Kelanaswanda's sword almost hit King Singabarong's with peacocks on his head, King Singabarong was shocked and held up a kris him as fast as. Now, King Kelanaswanda took his magic Samandiman belt, he hit it into the ground and body of Singabarong became weak slowly until he was liked a puppet. He would dance if he heard the instrument or music. He was supposed as a two headed animal (lion and peacock). It was beginning of Reog and Ponorogo was the place of the land. Reog Ponorogo became icon of East Java.



### Task 5 Second Reading

You and your partner have made general meaning of the passage. Please reread the passage in pairs no more than the minutes. You will learn the general information of severla paragraph. Answer the question that follow.

#### Questions

1. What is the first paragraph about? What is the evidence? Write your answer in two sentences.
2. What is the main idea of the second paragraph? Write your answer in one sentence.
3. What is the third paragraph about? What is the evidence? Write your answer in two sentences.

4. What does the third paragraph tell about? What is the evidence? Write your answer in two sentences.
5. What can you imply from the last paragraph? Write in two sentences.

### **Task 6 Third Reading**

you and your partner have gained better understanding of the passage. Please reread the passage in pairs no more than fifteen minutes. You will learn the specific information of each paragraph. Answer the two question that follow.

1. How did Dewi Sanggalangit get “answer of parents’ question”?
2. What did she get from her meditation?
3. Who were the candidates ?
4. Who the spy from King Siangobarong?
5. Who was Patih Iderkala?
6. Why did Singobarong send several spy to King Kelanaswanda?
7. How did King Singabarong get the information about King Kelanaswanda’s preparation?
8. How could King Kelanaswanda defeat King Singabarong?
9. Why was called “Reog Ponorogo”?
10. What are the moral messages from the text?



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### RENCANA PELAKSANAAN PEMBELAJARAN 4

|                           |                                               |
|---------------------------|-----------------------------------------------|
| Nama Sekolah              | : SMPS                                        |
| Mata Pelajaran            | : Bahasa Inggris                              |
| Kelas / Semester          | : VIII / 1                                    |
| Materi Pokok<br>Ponorogo) | : Narrative Text (Story of The Origin of Reog |
| Sub Materi                | :                                             |
| Alokasi Waktu             | : 80 menit 1 x JP                             |

#### A. Kompetensi Inti (KI)

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.
3. Memahami pengetahuan dengan mengamati (mendengar, melihat, membaca) teks bacaan.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, merangkai, dan menulis kalimat) sesuai dengan pemahaman dari buku bergambar dalam pemahaman bacaan.

#### B. Kompetensi Dasar dan Indikator

| NO | KOMPETENSI DASAR                                                                                                                                                          | INDIKATOR                                                                                                                                                                                                                                                                                                                                  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fabel indonesia dan legenda indonesia, sesuai dengan konteks penggunaannya. | 3.7.1 Menjelaskan fungsi sosial dari dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.<br>3.7.2 Menjelaskan unsur kebahasaan dari dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.<br>3.7.3 Menjelaskan struktur teks dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya. |



|   |                                                                                                                                        |                                                                                                         |
|---|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 2 | 4.7 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya. | 4.7.1 Menggali informasi rinci dari teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana. |
|---|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|

### C. Tujuan Pembelajaran

- Setelah melaksanakan kegiatan pembelajaran pemahaman bacaan melalui buku bergambar peserta didik diharapkan dapat membangun pemahaman membaca secara lisan maupun tertulis sesuai dengan konteks penggunaannya.
- Setelah pemahaman membaca melalui buku bergambar siswa diharapkan mampu menulis ringkasan yang ada di dalam teks buku bergambar tersebut. Memahami struktur orientation, complication, resolution dan reorientation.

### D. Pendekatan dan model pembelajaran

1. Pendekatan : Scientific Approach
2. Model Pembelajaran : Project-based learning
3. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas

### E. Media Pembelajaran

1. Media  
Buku tugas bergambar
2. Alat/Bahan  
Portofolio, spidol, gambar
3. Sumber Pembelajaran
  - Referensi pembelajaran pemahaman membaca, Ferdiansyah, Sandi. *Reading Comprehension Strategies: a task based intensive reading*. IAIN Jember: Tarbiyah dan Ilmu Keguruan.
  - Sumber dari internet, seperti:
    - [www.harianmerapi.com](http://www.harianmerapi.com)
    - <https://www.youtube.com/watch?v=no1xmv-9bIU>

## F. Kegiatan Pembelajaran

| Stages                              | Goals                                                                                                                                                                                                                  | Teachers' Activities                                                                                                                                                                                                                                                                                                                           | Students' Activities                                                                                                                                                                                                                                                                                                       |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focused form instruction: Pre-input | <ul style="list-style-type: none"> <li>- Membangun pemahaman siswa tentang pemahaman bacaan melalui buku bergambar</li> <li>- Membangun siswa untuk mengembangkan pemahaman bacaan dengan menulis ringkasan</li> </ul> | <ul style="list-style-type: none"> <li>- Guru membimbing siswa untuk melakukan kegiatan apersepsi</li> <li>- Guru mengajak siswa untuk menulis ringkasan dari cerita teks naratif yang sudah mereka baca dan diskusikan di pertemuan sebelumnya</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>- Siswa melakukan kegiatan apersepsi tentang teks naratif dalam pemahaman bacaan yang sudah dipelajari di pertemuan sebelumnya</li> <li>- Siswa membuat rangkaian atau susunan menulis ringkasan dengan pemahaman mereka masing-masing yang dikerjakan secara berpartner</li> </ul> |
| Task oriented input                 | Membangun semangat bekerja sama dan sikap menghargai sesama                                                                                                                                                            | <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk saling membantu jika ada teman kelompok yang kesulitan dalam mengerjakan menulis ringkasan</li> <li>- Guru meminta siswa untuk menulis ringkasan, menemukan pesan moral dan kesimpulan dari cerita teks naratif tersebut. (<i>Task 7</i>)</li> <li>- Guru meminta</li> </ul> | <ul style="list-style-type: none"> <li>- Siswa membantu Teman kelompok yang kesulitan dalam menulis ringkasan</li> <li>- Siswa menulis ringkasan, menemukan pesan moral dan kesimpulan dari cerita teks naratif tersebut.</li> <li>- Siswa merefleksikan pembelajaran pemahaman</li> </ul>                                 |

|            |                                                                                                                                                           |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                            |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                                                                                                                                                           | siswa untuk merefleksikan dari hasil pembelajaran pemahaman bacaan melalui buku bergambar ( <i>Task 8</i> )                                                                                                                                                           | bacaan melalui buku bergambar                                                                                                                                                              |
| Post input | Menilai perkembangan dan pemahaman siswa terhadap pemahaman bacaan dengan menulis ringkasan yang terdapat dalam buku bergambar dengan cerita teks naratif | <ul style="list-style-type: none"> <li>- Guru mengarahkan siswa untuk mengumpulkan lembar kerja menulis ringkasan dimeja guru.</li> <li>- Guru mengecek dan memanggil satu persatu kelompok untuk membaca keras hasil dari menulis ringkasan didepan kelas</li> </ul> | <ul style="list-style-type: none"> <li>- Siswa mengumpulkan lembar kerja menulis ringkasa kepada guru</li> <li>- Siswa membaca keras hasil dari menulis ringkasan didepan kelas</li> </ul> |

### **Mengorganisasikan peserta didik untuk belajar**

- Peserta didik diminta untuk membentuk partner sesuai daftar hadir, dalam partner tersebut yang beranggotakan 2 siswa dengan masing-masing peran yakni; (1) satu siswa pertama ditugaskan untuk membaca dan memahami teks, dan (2) siswa kedua menulis kosakata asing beserta artinya.

### **Membimbing penyelidikan individu maupun kelompok**

- Peserta didik diminta untuk berkumpul dengan kelompoknya masing-masing
- Peserta didik diminta untuk membagi tugas dengan teman partnernya untuk mengacak, mencari, dan menulis jawaban pada kertas yang telah disediakan

- Peserta didik diminta agar mengerjakan tugasnya dengan kompak dan teratur

### Menganalisis dan mengevaluasi proses pemecahan masalah

- Peserta didik diminta untuk menulis ringkasan dan menulis pesan moral yang terdapat di dalam teks naratif secara berpartner

### G. Penilaian

- Teknik penilaian : tes tertulis (menulis ringkasan)
- Bentuk instrument : menulis ringkasan dan refleksi
- Kisi-kisi:

| No | Indikator                                                                                          | Butir Instrument |
|----|----------------------------------------------------------------------------------------------------|------------------|
| 1. | Peserta didik menjawab dan memahami tentang general informasi pada cerita Asal-usul Reog Ponorogo  | Task 7           |
| 2. | Peserta didik menjawab dan memahami tentang Spesifik informasi pada cerita Asal-usul Reog Ponorogo | Task 8           |

#### d. Konversi penilaian:

| No | Butir Instrument | Butir Soal | Skor /butir soal |
|----|------------------|------------|------------------|
| 1. | Task 7           | 4          | 25               |
| 2. | Task 8           | 4          | 25               |

NA:  $\text{Skor perolehan} \times 2$

*Skor maksimal*

Jember, ..... 2022

Kepala SMPS

Guru Mata Pelajaran

(.....)

(.....)

## THE FOURTH MEETING

You and your partner, read the text by looking at the pictures, to make it easier to understand the story below. As seen the picture while you read the text, you will like to imagine the story like a movie in your head. Then, answer the question below after the text.

### THE ORIGIN OF REOG PONOROGO



Source. <https://www.youtube.com/watch?v=no1xmv-9bIU>

Once open the time, there was a beautiful princess of King of Kediri in a palace. She was Dewi Sanggalangit. She was single, it made her parents to be worried. They had said to her to get married soon. Due to her parents asked her every day, she told that she would meditate for three days to get the God



hint. After three days, She told that she would get married with presenting a perform which was never before with 140 twin horses and presenting a two headed animal. There were king

Singabarong from Lodaya empire and king Kelanaswanda from Bandarangan empire registered.



King Singabarong discussed with Iderkala to prepare all the preparation and requirements. But he wanted to know about King Kelanaswanda's preparation by sending

some people and Patih Iderkala as seller in Bandarangin for five days. Furthermore, King Kelanaswanda felt that there was a bad foreign in his land and ask Pujanggaleng to met King Singabarong's spies. Pujanggaleng and his people attacked Iderkala and his people. Then, In Lodaya empire, King Singabarong asked soldiers to go to the border, it was shocked because all was killed. They came back to empire, they were not brave to King Singobarong in garden.

When King Kelanaswanda's sword almost hit King Singabarong's with peacocks on his head, King Singabarong was shocked and held up a kris him as fast as. Now, King Kelanaswanda took his magic Samandiman belt, he hit it into the ground and body of Singabarong became weak slowly until he was liked a puppet. He would dance if he heard the instrument or music. He was supposed as a two headed animal (lion and peacock). It was beginning of Reog and Ponorogo was the place of the land. Reog Ponorogo became icon of East Java.



### Task 7 Summary Writing

Your understanding about the passage has now improved. Please write a summary of the passage and write the moral message from the story.

Write 20 words of orientation section here

Write 20 words of problem emerged from the story here

Write 20 words of solution section here

Write 20 words of Re-orientation section here

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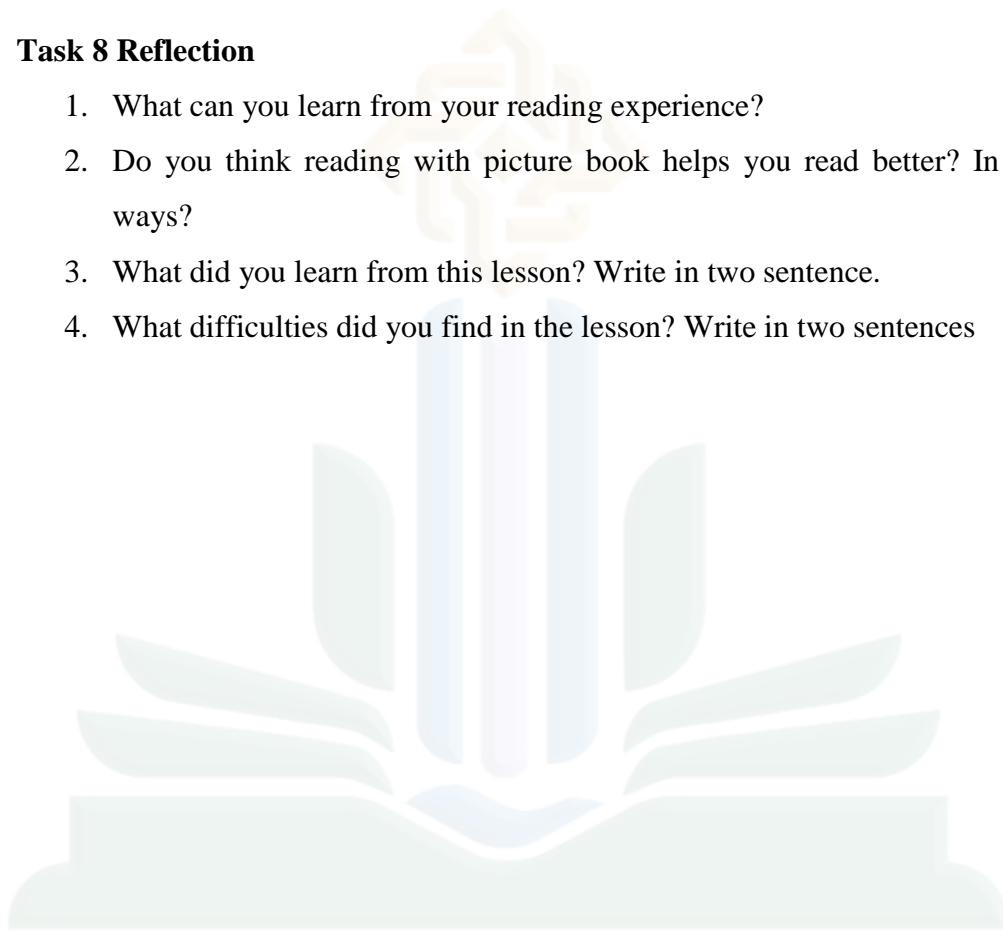
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**Task 8 Reflection**

1. What can you learn from your reading experience?
2. Do you think reading with picture book helps you read better? In what ways?
3. What did you learn from this lesson? Write in two sentence.
4. What difficulties did you find in the lesson? Write in two sentences



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## Appendix B

### Semi-Structured interview Instrument

Date : Saturday, 24th September 2022

Place : Classroom of VIII-D

Time : 10.30-11.15

Participant : One of the student of class VIII-D

| No | Pertanyaan                                                                                                | Jawaban |
|----|-----------------------------------------------------------------------------------------------------------|---------|
| 1  | Bolehkah saya mengetahui nama lengkap anda?                                                               |         |
| 2  | Apakah menurut anda buku bergambar membangun keterampilan pemahaman anda dalam membaca teks?              |         |
| 3  | Lalu, dibagian manakah yang dapat meningkatkan keterampilan membacanya?                                   |         |
| 4  | Mengapa lebih memilih bagian gambar dalam meningkatkan keterampilan membaca?                              |         |
| 5  | Menurut anda apakah kegiatan ini efektif untuk meningkatkan pemahaman membaca?<br>lalu berikan alasannya! |         |
| 6  | Apakah menulis ringkasan juga termasuk efektif dalam meningkatkan pemahaman membaca?                      |         |
| 7  | Lalu, bagaimana sistem cara penulisan ringkasannya?                                                       |         |
| 8  | Lalu, bagaimana pendapat anda tentang pembelajaran membaca pemahaman melalui buku bergambar?              |         |
| 9  | Dalam pemahaman membaca, untuk memudahkan pemahaman bacaan,<br>Apa alasan lain selain ilustrasi gambar?   |         |
| 10 | Lalu bagian mana yang anda sukai dalam pembelajaran membaca pemahaman melalui buku bergambar?             |         |
| 11 | Mengapa memilih bagian gambar?                                                                            |         |
| 12 | Bagaimana perasaan anda setelah mengikuti pembelajaran membaca pemahaman melalui buku bergambar?          |         |
| 13 | Lalu, bagaimana dengan menulis ringkasan?                                                                 |         |
| 14 | Bagaimana yang anda nikmati saat berpartisipasi dalam pemahaman membaca melalui buku bergambar?           |         |
| 15 | Bagian apa yang belum kamu ketahui disaat berpartisipasi pemahaman bacaan melalui buku bergambar?         |         |
| 16 | Lalu bagian mana yang membuat anda merasa bosan dalam belajar membaca pemahaman?                          |         |
| 17 | Apakah tidak ada kesulitan saat membaca teks dalam pemahaman bacaan?                                      |         |



|    |                                                                                                                                            |  |
|----|--------------------------------------------------------------------------------------------------------------------------------------------|--|
| 18 | Disaat anda berdiskusi dengan partner atau partner groupnya, apakah menemukan arti dari kosakata tersebut?                                 |  |
| 19 | Apakah peran anda dalam diskusi sebuah group dalam pembelajaran pemahaman bacaan?                                                          |  |
| 20 | Apakah tidak masalah jika anda mengerjakan tanpa seorang partner atau secara individu?                                                     |  |
| 21 | Mengapa lebih suka sendiri dalam mengerjakan tugas-tugas pemahaman bacaan?                                                                 |  |
| 22 | Dan apakah tidak ada kesulitan disaat anda mengerjakan teks maksudnya mengerjakan tugas-tugas dalam pembelajaran pemahaman bacaan?         |  |
| 23 | Apa pengalaman anda dan bagaimana pengalaman anda disaat awal pembelajaran pemahaman bacaan sampai selesai pembelajaran pemahaman bacaan ? |  |
| 24 | Dalam meringkas cerita itu, apakah anda langsung meringkas dari cerita teks atau ada struktur-strukturnya?                                 |  |



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## Appendix C

## Matrix of research

| TITLE                                                                                                                       | VARIABLE                                                                                     | SUB VARIABLE        | INDICATORS                                                                                                                                                                                                                                                                                                                                               | DATA RESOURCES                                                                                                   | RESEARCH METHOD                                                                                                                                                                                                                                                                     | RESEARCH PROBLEM                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Engaging a secondary school student in English reading classroom through picture mediated reading task: A narrative inquiry | 1. Picture book<br><br>2. Reading comprehension<br><br>3. Picture book mediated reading task | -<br><br>-<br><br>- | <ul style="list-style-type: none"> <li>• Media for English reading comprehension</li> <li>• Build an understanding the meaning of the text</li> <li>• Write the structure of the text:               <ul style="list-style-type: none"> <li>- Orientation</li> <li>- Complication</li> <li>- Resolution</li> <li>- Re-orientation</li> </ul> </li> </ul> | 1. Classroom observation<br><br>2. Document analysis<br><br>3. Semi-structured interview<br><br>4. Daily journal | 5. <b>Research approach:</b> qualitative approach<br><br>6. <b>Types of research:</b> narrative inquiry<br><br>7. <b>Technique of data collection:</b> observation, document analysis, interview, daily journal<br><br>8. <b>Data analysis:</b> transcription and thematic analysis | 1. How does a student learn reading comprehension through picture books?<br><br>2. How does a student learn summary writing in reading through picture books? |

## Appendix D

## Surat Izin Penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-4390/In.20/3.a/PP.009/09/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs. Baitul Hikmah  
 Jl. Cut Nya`dien No. 2 Tempurejo

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186121  
 Nama : WAHYUNI SUSANTI  
 Semester : Semester sembilan  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Engaging a Secondary School Student in English Reading Classroom Through Picture Book Mediated Reading Tasks: A Narrative Inquiry" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Titarini, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 01 September 2022

Dekan,

Makil Dekan Bidang Akademik,










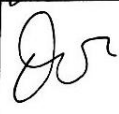


MASHUDI

KF

## Appendix C

## JOURNAL OF RESEARCH

| No. | Date                               | Activity                                                     | Informant                           | Signature                                                                             |
|-----|------------------------------------|--------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------|
| 1.  | 1 <sup>st</sup> of September 2022  | Sending a permission letter for doing research to the school | Headmaster of MTs Baitul Himah      |    |
| 2.  | 2 <sup>nd</sup> of September 2022  | Asking data of MTs Baitul Hikmah                             | Administration of MTs Baitul Hikmah |    |
| 3.  | 4 <sup>th</sup> of September 2022  | Asking schedule to observation in eight grades               | English teacher of eight grades     |    |
| 4.  | 12 <sup>th</sup> of September 2022 | Classroom observation                                        | Students of 8D                      |    |
| 5.  | 14 <sup>th</sup> of September 2022 | Classroom observation                                        | Students of 8D                      |   |
| 6.  | 19 <sup>th</sup> of September 2022 | Classroom observation                                        | Students of 8D                      |  |
| 7.  | 21 <sup>st</sup> of September 2022 | Classroom observation                                        | Students of 8D                      |  |
| 8.  | 23 <sup>rd</sup> of September 2022 | Interview one student of 8D                                  | Student of 8D                       |  |
| 9.  | 24 <sup>th</sup> of September 2022 | Interview one student of 8D                                  | Student of 8D                       |  |
| 10. | 26 <sup>th</sup> of September 2022 | Asking research's finished letter                            | Administration of MTs Baitul Hikmah |  |

Jember, 26<sup>th</sup> of September 2022

English teacher of MTs baitul Hikmah

  
Nur Ima Daroini, S.Pd

## Appendix D

## Surat Keterangan Selesai Penelitian


**YAYASAN BAITUL HIKMAH**  
**MTs BAITUL HIKMAH**

Jalan Cut Nya Dien Nomor 02 Tempurejo Jember 68173

Telepon (0331) 757844/ 085234065886

Website: <https://mts baitul hikmah.sch.id>; Email: [mts baitul hikmah tempurejo@gmail.com](mailto:mts baitul hikmah tempurejo@gmail.com)**SURAT KETERANGAN**

Nomor: 0184/Mtss.13.32.146/09/2022

**Yang bertanda tangan di bawah ini :**

- |               |                                     |
|---------------|-------------------------------------|
| 1. Nama       | : Titarini S.Pd                     |
| 2. NIP        | : 197405122005012005                |
| 3. Jabatan    | : Kepala Madrasah                   |
| 4. Unit Kerja | : Madrasah Tsanawiyah Baitul Hikmah |

**Dengan ini menerangkan dengan sebenarnya bahwa :**

- |                     |                                                                                                                                      |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 1. Nama             | : Wahyuni Susanti                                                                                                                    |
| 2. NIM              | : T20186121                                                                                                                          |
| 3. Prodi / Semester | : Tadris Bahasa Inggris / IX                                                                                                         |
| 4. Judul            | : Engaging a Secondary School Student in English Reading Classroom Through Picture Book Mediated Reading Tasks: A Narrative Inquiry. |

Adalah benar-benar telah melakukan penelitian di Madrasah Tsanawiyah Baitul Hikmah Tempurejo Jember.

Demikian Surat Keterangan ini diberikan dengan sebenar-benarnya kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



## Appendix E

### DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Wahyuni Susanti  
Place, date of birth : Jember, 12 August 1998  
Address : Ds. Tamansari, Kec. Mumbulsari, Kab. Jember  
Faculty : Education and Teaching Training  
Program : English Education

State that thesis entitled **“Engaging A Secondary School Students in English Reading Classroom Through Picture Book Mediated Reading Task: A Narrative Inquiry”** is truly my own work. Except for those cited in the quotation and bibliography, it does not include any writings or publications that have already been authored or published by another individual. And the only person accountable if anyone objected is me.

Jember, 09 November 2022

Author



Wahyuni Susanti

SRN. T20186121

## Appendix F

### CURRICULUM VITAE



#### Personal Information

- Full name : Wahyuni Susanti
- SRN : T20186121
- Gender : Female
- Place, date of birth : Jember, 12 August 1998
- Addresss : Ds. Tamansari. Kec. Mumbulsari, Kab. Jember
- Religion : Islam
- Department/ Major courses : FTIK/ English Department
- E-mail address : [wahyunisusanti120898@gmail.com](mailto:wahyunisusanti120898@gmail.com)

#### Educational background

- SDN Tamansari 01 : 2005 - 2011
- MTs. Baitul Hikmah : 2011 - 2014
- SMK Baitul Hikmah : 2014 - 2017