

**The Use of Pictures Story Books to Improve  
Reading Comprehension of 7th Graders in MTS Fajar Sidiq Palembang**



A Thesis Proposal By

**Choirunnisa**

**20 120 006**

**English Education Study Program**

Submitted to the Faculty of Economics, English Education Study Program in  
Partial Fulfillment of the requirements for the Degree of Sarjana Pendidikan  
(S.Pd)

**UNIVERSITY OF PALEMBANG FACULTY OF ECONOMICS  
ENGLISH EDUCATION STUDY PROGRAM  
2024**

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**The Use of Pictures Story Books to Improve Reading Comprehesion of 7th  
Graders in MTS Fajar Sidiq Palembang**

A THESIS

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in Partial Fulfillment of the requirements for the Degree of Sarjana Pendidikan  
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By  
Choirunnisa  
20 120 006

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## STATEMENT PAGE

I hereby truly declare,

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Exam Date : July 13, 2024

It is truly my own work. In this thesis there are no quotations from the work of other people whose sources are not mentioned.

Thus I make this statement truthfully, and if this statement is not true in the future, I am willing to revoke the tension prediction and scholarly degree.

Palembang, July 2024

Choirunnisa  
NIM. 20 120 006

*For the spirit and pray that I got, I dedicated my thesis to my beloved*

- ❖ *Allah SWT, the owner of this universe that has given me powers, patience and willingness so, that I can finish my thesis*
- ❖ *Parents ( Asuan, S.H., M.Hum and Farida, SH ) big thanks for your endless love, care, support, understanding, affection and tears in your prayers, I did my best to make you happy and proud of me.*
- ❖ *My sister Sakina Pratiwi, S.E.,S.IP., M.A and Istiqomah thanks for your love, joke, support and prayers.*
- ❖ *Ayuk Ecy and Ayuk Nia Anggraini thanks for your helps, kindness and patience in guidance for me*
- ❖ *My best friend ( Zalfa Elvaretta, S.Tr.Kes and Rika Wulandari, S.Psi ) thanks for support and prayers*
- ❖ *My girls friend (Deka, Firda, Diani, Priska, Ayu, Frida and Joya) thankyou for support*
- ❖ *My class of 2020 friends, Fahmi, Debby, Nia and Dedek Apriansyah*
- ❖ *English teacher of MTS Fajjar Sidiq Palembang and TK. Pertiwi Pasma Palembang*
- ❖ *Lastly, to yourself, Choirunnisa, thank you for continuing to survive until now even though there are still many obstacles and tears that we will go through. keep the enthusiasm to become successful and rich.*

***MOTTOS :***

**“ Allah always gives the best for you”**

**(Allah selalu memberikan yang terbaik untukmu)**

**"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya." (Al Baqarah 286)**

## ACKNOWLEDGEMENTS

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This thesis is intended to complete a partial requirement for the award of Undergraduate degree in English Language Education Study Program, Faculty of Economy, Palembang University.

In this occasion, the writer would like to express the great thanks to:

1. Nenny Octarinie, SE.,MM., The dean of Faculty Economy.
2. Hartini Agustiwati, S.Pd.,M.Pd., The Head of Language Education Study Program.
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5. All lecturers of English Language Education Study Program who have given their knowledge, information, and insight both through formal classroom meeting and through informal occasional one.

Finally, the writer really realizes that are many weaknesses in the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

Palembang, Juli 2024

CHOIRUNNISA

## ABSTRACT

The topic of this study is “**The Use of Pictures Story Books to Improve Reading Comprehesion of 7th Graders in MTS Fajar Sidiq Palembang**”. This discussion of this lesson is to answer the question of is there a significant improvement between students learning to use pictures Story Books to use reading story books and not to reading story books ?

In this study, researcher used quansi experiments using pre test and post test. The population is eighth grade,especially grade 7.1 and 7.2. One of the classes used as the experimental class is class of 7.1 and the control class is class of 7.2.

The use of media image to improve students readng skills is applied to the experimental class, namely class of 7.1. While the control class does not use images. Each class held treatment and the research lasted for 16 meetings with different pictures at each meeting.

From the results of the analysis of this study, it shows that in class VII.2 before receiving Picture Story Books treatment, students got an average pretest score of 1,63 with the highest score of 3 and the lowest score of 1 while the average score of class VII students after receiving Picture Story Books treatment got the average value of the post test is 2,54 with the highest score of 4 and the lowest being 1. In pre-test and post-test, the use of Picture Story Books with narrative text saw a number of advancements.

***Keyword: Reading Skills, Picture Story Books, Student Improvement***



## LIST OF CONTENT

|   |      |
|---|------|
| APPROVAL PAGE .....   | i    |
| STATEMENT PAGE .....  | iii  |
| ACKNOWLEDGEMENTS .....  | vi   |
| ABSTRACT .....  | vii  |
| LIST OF CONTENT .....   | viii |
| LIST OF TABLE .....   | x    |
| LIST OF APPENDICES .....                                      | xi   |
| CHAPTER I INTRODUCTION .....                                  | 1    |
| 1.2 The Problem of The Study.....                             | 5    |
| 1.3 The Objective of the Study .....                          | 5    |
| 1.4 The Significance of the Study.....                        | 5    |
| CHAPTER II LITERATURE REVIEW.....                             | 6    |
| 2.1 Definition Reading .....                                  | 6    |
| 2.2 Types of Reading .....                                    | 7    |
| 2.3 Essential Skills for Reading Success.....                 | 8    |
| 2.4 Definition Pictures Story Book.....                       | 10   |
| 2.5 Advantages and Disadvantages of Picture Story Books ..... | 13   |
| 2.6 Previous Related Study.....                               | 13   |
| 2.7 Hypothesis .....  | 14   |
| CHAPTER III RESEARCH METHOD .....                             | 15   |
| 3.1 The Method.....   | 15   |
| 3.2 Teaching Procedure.....                                   | 16   |
| 3.4 Population and Research Sample .....                      | 17   |
| 3.4.1 Population.....   | 17   |
| 3.4.2 Sample .....  | 18   |
| CHAPTER IV FINDINGS AND INTERPRETATION .....                  | 22   |
| 4.1 The Finding of the Study.....                             | 22   |
| 4.1.1 Experimental Class.....                                 | 22   |
| 4.1.2 Control Class.....                                      | 24   |

|   |    |
|---|----|
| 4.2 Paired Sample T-test .....            | 27 |
| 4.3 Dicussion .....                       | 29 |
| CHAPTER V CONCLUSION AND SUGGESTION ..... | 30 |
| 5.1 Conclusion .....                      | 30 |
| 5.2 Suggestion.....                       | 31 |
| REFERENCES .....                          | 32 |
| APPENDICES.....                           | 35 |

## LIST OF TABLE

|  |    |
|--|----|
| Table 3. 1. Research Design Pretest Posttest Control Group Design .....                  | 15 |
| Table 3. 2 Population of the study .....   | 18 |
| Table 3. 3. Sample of the study .....  | 18 |
| Table 3. 4. The Classification of Students' Score .....                                  | 21 |
| Table 4. 1. The Result Of Student Pre Test and Post Test.....                            | 22 |
| Table 4. 2. The Result Frequency and Precentage Score Of Pre Test and Post Test<br>..... | 23 |
| Table 4. 3. The Mean Score of Students' in Pre-test and Post-Test.....                   | 24 |
| Table 4. 4. The Result Of Student Pre Test and Post Test .....                           | 25 |
| Table 4. 5.The Result Frequency and Precentage Score Of Pre Test and Post Test<br>.....  | 26 |
| Table 4. 6.The Mean Score of Students' in Pre-test and Post-Test.....                    | 27 |
| Table 4. 7. Paired Sample T-test.....  | 27 |

## **LIST OF APPENDICES**

|   |    |
|---|----|
| Appendices 1. Documentation of research implementation.....             | 36 |
| Appendices 2. Documentation of research implementation (continue) ..... | 37 |
| Appendices 3. Documentation of try out at SMPN 45 Palembang.....        | 38 |
| Appendices 4 . Denah Class MTS FAJJAR SIDIQ .....                       | 39 |

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Education is important and must be carried out by everyone man. Education opens up human knowledge as an individual previously did not know how to be a broad-minded individual. Based on Law National Education No.20 of 2003 article 1 paragraph (1) explains nthat Education is a conscious effort designed with the aim of develop self-potential both in the fields of knowledge, attitudes and behavior, or skills through educational institutions or other required areas for himself, society, nation and state. learning English increases your chances of making friends with other people from different countries.

In Indonesia, English is learned as a foreign language. As we know that Indonesians communicate to other people by using Bahasa Indonesia. Nowadays in Indonesia, English is introduced from kindergaten to University. An important thing for human is education because it is a process that people should have in order to be educated person. Education related with teacher, students, material, strategy, curriculum, syllabus, etc.

Based on the Standard of Contents for Madrasah tsanawiyah or Junior High School (SMP/MTs) stated in Badan Standar Nasional Pendidikan (BSNP), English is one of the compulsory subjects to be studied (2006:13). There are four skills that students have to master, they are listening, speaking, reading, and writing. The aims of studying English is to improve students' ability in those skills so that students are able to communicate orally or written in their daily life (BNSP, 2006: 123). Unfortunately, the time allocation is not effective and efficient because it only provides 4 x 40 minutes in a week for English subject.

According to Nurrita, T. (2018) learning is every activity that designed by teachers to help students learn a certain objectives skill of learning. Learning can be said achieve learning objectives if students actively participate in learning process. Therefore, the teacher's ability to generate and developing student activity becomes a certain benchmark in achieving learning goals. Teachers are required to be more creative designing learning that can focus students' attention nicely.

Explains Karwono and Mularsi (2017: 5) state that the teacher's duties are: Learning is a complex act, namely use skills to convey learning messages with message expectations learning can be more easily accepted by students so that changes occur behavior of students in accordance with the goals that have been set. This statement reinforces that teachers must have and develop teaching skills so that students can more easily accept them the learning message he received. This is necessary for teachers, because in learning, teachers do not just convey material with the lecture method alone can make students feel bored listen to it, but the teacher must try to make learning is fun and easy for students to understand. So that teachers and schools are required to be able to provide facilities that can support this learning. There are four lessons in English reading, writing, listening and speaking.

Suggest Lestari et al., (2021) Reading is the most important thing in learning, by reading students will get information that is not yet known. Explains Elendiana, M. (2020) In learning to read, students must understand the meaning of the reading content. Teaching reading must provide understanding to students that when reading students must also gain understanding or what is called reading comprehension. Reading comprehension is an activity carried out to deepen understanding of reading content. There are two types of understanding, namely, literal understanding for the most basic type of understanding and the highest understanding in the form of interpretive understanding, critical understanding, and creative understanding.

On the other hand Dalman (2017) Reading is an activity or cognitive process that has an effort to get a variety of information in writing. Explain Abidin (2012) Reading is a basic skill and provision for learning to write at the next level. Therefore, reading activities in elementary schools must receive maximum attention in order to achieve the expected reading ability target. One of the reading skills that students must have is the ability to read comprehension. Reading comprehension is a process of obtaining information contained in the reading sentence in order to gain understanding from the text that has been read. With reading comprehension activities, students are expected to be able to understand information from books they have read.

Reading is the product of two components: word recognition and language comprehension. Both are essential for reading comprehension to occur. Good comprehenders can decode printed words accurately, efficiently and fluently. Children who struggle with word reading, however, will read the text more slowly and may not be able to accurately decode all of the important words. This can lead to significant deficits in reading comprehension. Strong word reading therefore makes a vital contribution to the ease and quality of a child's reading comprehension

Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences). When we make sense of a text, however, we don't just remember the exact words and phrases we read. Rather, we form a mental model of what the text describes by integrating the sense of the words and sentences into a meaningful whole, like a film that plays in our head. Picture story books are used as Indonesian language learning media that are in accordance with learning objectives at school.

Picture story books are a medium that can be used in South Sumatra geographical material. This media is still new applied in this material because the material is not only contained in writing, but packaged in the form of a storyline equipped with pictures support and games that can be played in groups by students. With the presence of this media, it can be created increase the enthusiasm and enthusiasm of students for learning activities feels more meaningful. Outside of learning activities, storybook media This picture can be used as a reading book by both students and teachers individually or in groups. Remembering the shape of a picture story book This is relatively compact, making this media easy to carry.

The reason for choosing picture story book reading media is that it can foster and increase children's interest in reading because when they hear stories from us, they will start to be curious and want to read the stories themselves from storybooks. Apart from that, it doesn't make them bored because there are pictures that create imagination in the story.

In line with the statement above, picture storybooks can also be used as a strategy so that students know the order or structure, as well as knowing the meaning of the story. For example, discovering or knowing what happens in each part of the story. The use of illustrations or pictures in storybooks can improve children's memory of science.

Based on this background, the researcher limits the problems related to the limited learning media to improve students' reading comprehension skills. The general problem formulation in this research is how to develop, test the feasibility, and effectiveness of picture story books to improve reading comprehension skills. The purpose of this study was to develop, test the feasibility and effectiveness of picture story books in improving students' reading comprehension skills. The reason for choosing MTs Fajar Sidiq Palembang is because according to the data the level of children's reading ability is slightly low and there are still many students who have low ability to solve mathematical problems.



From those explanations above, the writer is interested in conducting a research entitled “The Use of Pictures Story Books to Improve Reading Comprehension of 7th Graders in MTs Fajar Sidiq Palembang.”

### **1.2 The Problem of The Study**

Is there any significant improvement in reading comprehension between the students who are teach by using picture story book and those who are not teach by using picture story book?

### **1.3 The Objective of the Study**

The objective of this study is to find out whether there is a significant improvement in reading comprehension between seventh grade students who are teach by using storybooks and those who are not teach using storybooks.

### **1.4 The Significance of the Study**

From this study, it is expected that this study can give some contributions to the writer herself, other English teachers, and students who learn English achievement. For the writer herself, this teaching experience can improve her to be creative teacher in the future. For the teacher, this study can help them to use another good approach in teaching English to their students. They can use reading comprehension to help their students become active readers and for the school, the writer hope that they can consider how important to provide good reading materials in their libraries in order encourage their students to visit the libraries.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

In this chapter, the writer presents the conclusions and some suggestion.

#### **5.1 Conclusion**

The writer got some knowledge from this research. This research used the pretest and post test to get significance of reading comprehension the students. Based on the finding and discussion in the previous chapter in this study, the researcher concludes that The Use of Pictures Story Books to Improve Reading Comprehension of 7th Graders in MTS Fajar Sidiq Palembang.

Enhance creativity as an educator through practical teaching experience. Provide English teachers with insights into effective teaching approaches, particularly in improving reading comprehension skills. Foster active reading habits among students to enhance English proficiency and academic achievement. Advocate for the enhancement of school library resources to promote student engagement and learning.

In class VII, before receiving the Picture Story Book treatment, the average pretest score was 3.36 and the posttest score was 4.09. The Experimental class got an average score on the pre-test of 3.64 and an average score on the post-test of 4.91. Meanwhile the Control class got an average score on the pre-test of 2.54 and the average score on the post-test it was 3.81.

The data of this study showed that the research was carried out correctly resulting in a significant increase. The used of picture story books to improve students in reading skill was significant.

## **5.2 Suggestion**

Based on the result of data analysis and conclusion, the researcher suggest as follows:

1. For the teacher and for future researcher, the researcher recommended to give more activity in terms of reading skills, and practice their reading ability.
2. For the next researcher should have capability in designing and presenting the material to the students, so the students ore interested and easier in comprehending the material.

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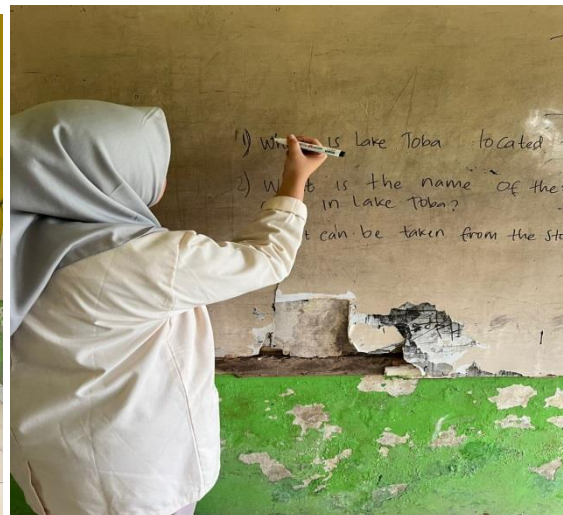
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Appendices 4. Documentation of research implementation



Appendices 5. Documentation of research implementation (continue)

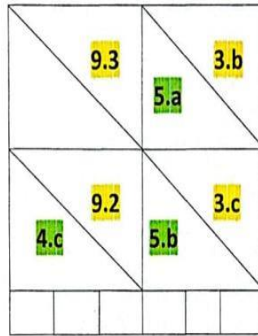


Appendices 6. Documentation of try out at SMPN 45 Palembang



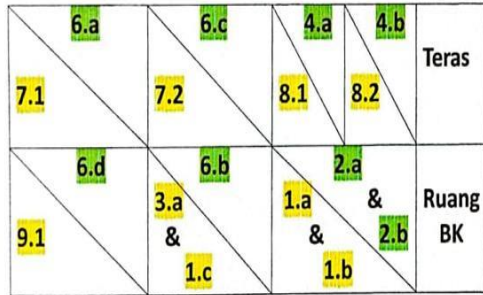
# DENAH RUANG KELAS MTS FAJJAR SIDIQ

## DENAH RUANG KELAS TAHUN PELAJARAN 2024-2025



Ket :  
 Warna Kuning : Masuk Pagi (7.00 – 13.05)  
 Warna Hijau : Masuk Siang (13.00 – 17.00)

|              |             |
|--------------|-------------|
| Perpustakaan | Kantor Guru |
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| Ruang TU | Ruang Kamad | Lab. Komputer |
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Pos Satpam



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Program Studi Pendidikan Bahasa Inggris Status Terakreditasi "Baik" No: 426/SK/LAMDIK/Ak/S/XX/2022

Nomor: 01 /433.01/Q/V/2024  
Lamp :-  
Perihal: Permohonan Izin Try out

Palembang, 6 Mei 2024

Kepada Yth  
Kepala Sekolah SMP Negeri 45 Palembang  
Di  
Tempat

Assalamualaikum, Wr.Wb  
Salam silaturahmi teriring do'a kami sampaikan semoga Bapak/Ibu senantiasa dalam  
lindungan Allah SWT, serta dimudahkan dalam melaksanakan aktivitas sehari-hari

Sehubungan dengan Penyusunan Tugas akhir Skripsi Mahasiswa Program Studi  
Pendidikan Bahasa Inggris, maka kami mengharapkan bantuan dan kerjasama dari  
Pihak sekolah untuk kiranya memberikan izin kepada mahasiswa kami dengan nama  
sebagai berikut:

Nama : Choirunnisa  
NIM : 20120006  
Semester : 8  
Judul Penelitian : The Use of Pictures Story Books to Improve Reading  
Comprehension of 7<sup>th</sup> Graders in SMP Negeri 18 Palembang  
Program Studi : Pendidikan Bahasa Inggris

Untuk melaksanakan Try out disekolah yang Bapak dan Ibu kelola, yang insyaallah  
akan dimulai pada:

Tanggal : Rabu, 8 Mei 2024  
Tempat : SMP Negeri 45 Palembang

Demikian Surat ini Kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan  
terimakasih.

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## UNIVERSITAS PALEMBANG FAKULTAS EKONOMI

Program Studi Manajemen: Status Terakreditasi "B" No 3371/SK/BAN-PT/Akred/S/IX/2019  
Program Studi Pendidikan Bahasa Inggris : Status Terakreditasi " Baik" No.426/SK/LAMDIAK/Ak/S/X/2022

Palembang, 18 Mei 2024

Nomor : /433.0.2/C/V/2024  
Lampiran : -  
Perihal : Izin Penelitian

Yth.  
Kepala Sekolah MTS Fajar Siddiq Palembang

Dengan Hormat,  
Kami dari Universitas Palembang, dengan ini mengajukan permohonan kepada Bapak/Ibu untuk dapat menerima mahasiswa/i kami berikut ini

Nama : Choirunnisa  
Nim : 20120006  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Use of Picture Story Book to Improve Reading  
Comprehension of 7<sup>th</sup> Graders in MTS Fajar Siddiq Palembang  
Waktu Penelitian : 29 April 2024-29 Juni 2024

Untuk melaksanakan Pengambilan Data Penelitian Skripsi di Sekolah yang Bapak/Ibu Pimpin.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Hormat Kami  
Ketua Program Studi  
Pendidikan Bahasa Inggris

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