

**THE EFFECT OF PICTURE STORY BOOK TOWARD READING
COMPREHENSION AND READING MOTIVATION OF
THE SECOND GRADERS OF SMPN-8
PALANGKA RAYA**

THESIS



**BY
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M / 1440 H**

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PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



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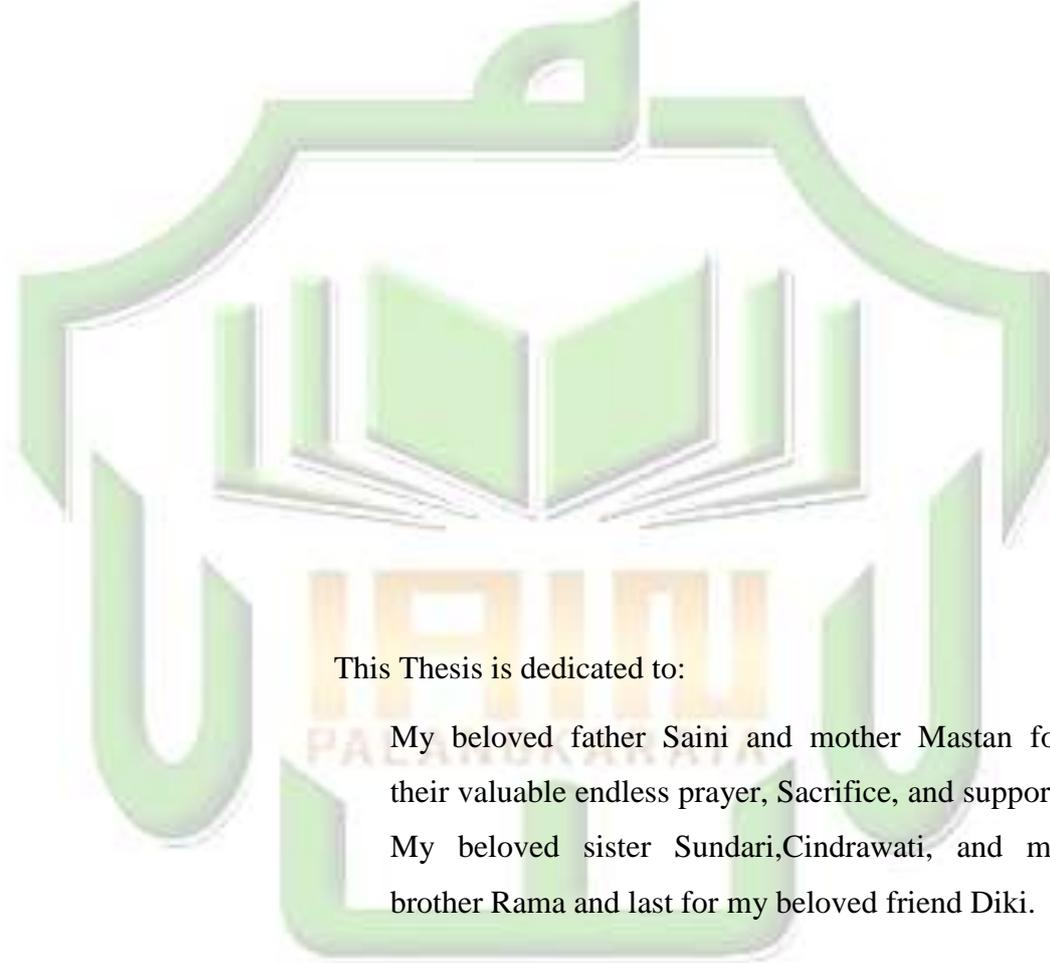


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MOTTO AND DEDICATION

“ Tomorrow is a new day with no mistakes in it yet”

(Lucy Montgomery)



This Thesis is dedicated to:

My beloved father Saini and mother Mastan for their valuable endless prayer, Sacrifice, and support.

My beloved sister Sundari, Cindrawati, and my brother Rama and last for my beloved friend Diki.

DECLARATION OF AUTHORSHIP

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Palangka Raya, 12th October 2018

Your faithfully



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ABSTRACT

Sabnawati. 2018. *The Effect of Picture Story Book toward Reading Comprehension and Reading Motivation of the Second Graders of SMP Negeri 8 Palangka Raya*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Santi Erliana, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Key Words: *Effective, Picture Story Book, Reading Comprehension and Reading Motivation*

This study aimed at investigating: (1) the significance effect of using picture story book toward second graders' reading comprehension of SMPN-8 Palangka Raya. (2) the significance effect of using picture story book toward second graders' reading motivation of SMPN-8 Palangka Raya. (3) the significance effect of using picture story book toward second graders' reading comprehension and reading motivation of SMPN-8 Palangka Raya.

This study used quantitative approach with quasi-experimental design. The writer designed the lesson plan, conducted the treatment, observed the students' score by pretest and posttest. The population of this study consisted the second graders at SMPN-8 Palangka Raya. The sample was determined by using cluster sampling technique and took two classes, they were picture story book class as experiment class (VIII⁴) and story book without picture as control class (VIII⁵). Then the writer used One-Way ANOVA to analyze the data and the result showed that there was significant differences among groups after doing the treatment with $F_{\text{value}} > F_{\text{table}}$ ($282.717 > 3.08$). For data collection, it was used the instruments such as test and questionnaire.

The result showed that: (1) picture story book of experiment class showed the significant value ($0.044 < 0.05$). It meant that the use of picture effective toward reading comprehension; (2) picture story book of experiment class showed the significant value ($0.00 < 0.05$). It meant that the use of picture effective toward reading motivation; (3) picture story book of experiment class showed the significant value ($0.00 < 0.05$). It meant that use of picture effective toward reading comprehension and reading motivation.

Finally, based on result above, the writer recommended that teacher to apply picture story book toward students reading comprehension and reading motivation.

ABSTRAK

Sabnawati. 2018. *Pengaruh Buku Cerita Bergambar Terhadap Pemahaman Membaca dan Motivasi Membaca siswa Kelas II SMPN-8 Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Santi Erliana, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci : *Efektif, Buku Cerita Bergambar, Pemahaman Membaca dan Motivasi Membaca*

Penelitian ini bertujuan untuk meneliti: (1) Pengaruh signifikan menggunakan buku cerita bergambar terhadap pemahaman membaca siswa kelas II di SMPN-8 Palangka Raya. (2) Pengaruh signifikan menggunakan buku cerita bergambar terhadap motivasi membaca siswa kelas II di SMPN-8 Palangka Raya. (3) Pengaruh signifikan menggunakan buku cerita bergambar terhadap pemahaman membaca dan motivasi membaca siswa kelas II di SMPN-8 Palangka Raya.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental. Penulis merancang rencana pembelajaran, melakukan perawatan, mengamati nilai siswa dengan pre-test dan post-test. Populasi penelitian adalah siswa kelas dua SMPN-8 Palangka Raya. Sample ditentukan menggunakan cluster sampling teknis dan mengambil dua kelas, yaitu kelas buku cerita bergambar sebagai kelas eksperimental (VIII⁴) dan buku cerita tanpa gambar sebagai kelas kontrol (VIII⁵). Kemudian penulis menggunakan One-Way ANOVA untuk menganalisis data dan hasilnya menunjukkan adanya perbedaan signifikan antara kelompok setelah melakukan perlakuan dengan F_{value} lebih tinggi dari F_{tabel} ($282.717 \geq 3.08$). Untuk pengumpulan data, itu menggunakan alat seperti tes dan angket.

Hasil penelitian menunjukkan bahwa: (1) buku cerita bergambar dari kelas eksperimental menunjukkan nilai signifikan ($0.044 \text{ rendah} \leq 0.05$). Artinya ada pengaruh menggunakan buku cerita bergambar terhadap pemahaman membaca; (2) buku cerita bergambar dari kelas eksperimental menunjukkan nilai signifikan ($0.00 \text{ rendah} \leq 0.05$). Artinya ada pengaruh menggunakan buku cerita bergambar terhadap motivasi membaca. (3) buku cerita bergambar dari kelas eksperimental menunjukkan nilai signifikan ($0.00 \text{ rendah} \leq 0.05$). Artinya ada pengaruh menggunakan buku cerita bergambar terhadap pemahaman membaca dan motivasi membaca.

Akhirnya, berdasarkan hasil di atas, penulis merekomendasikan guru dapat menerapkan buku cerita bergambar terhadap pemahaman membaca dan motivasi membaca.

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Palangka Raya,

October 2018

The writer,

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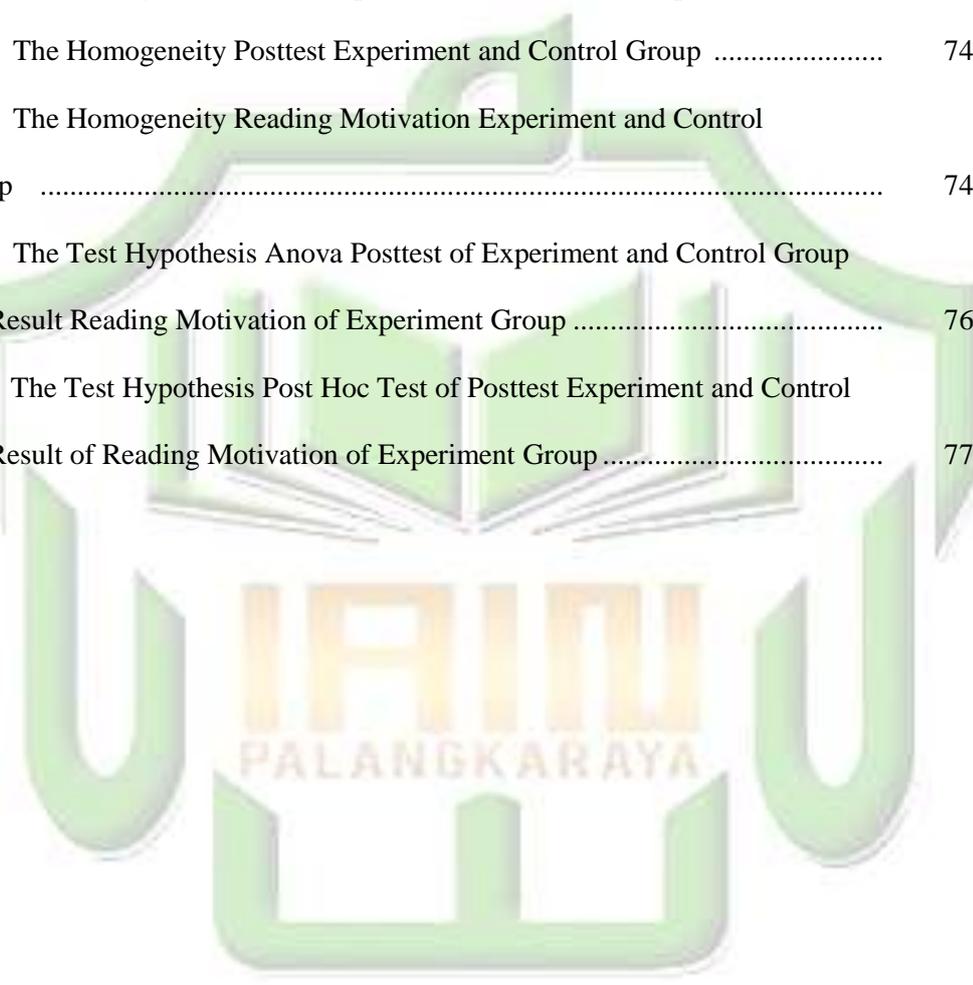
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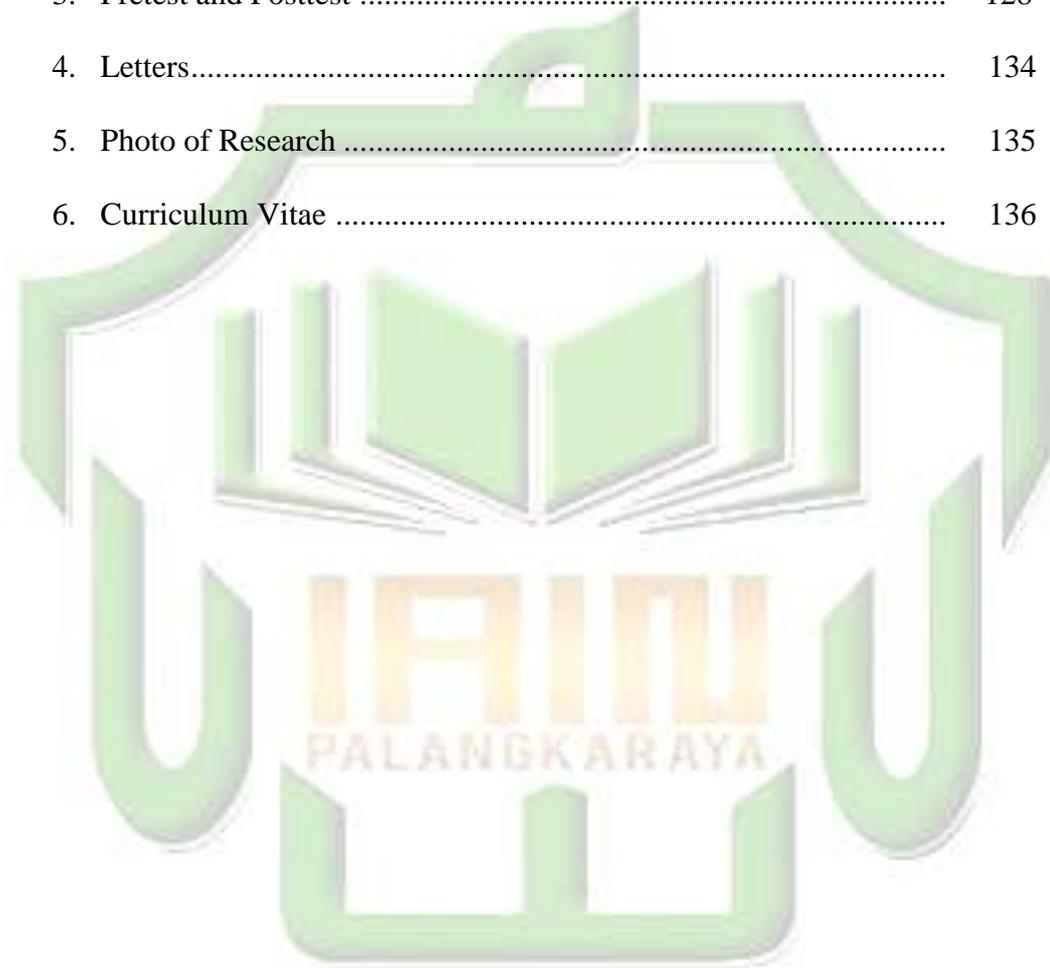
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LIST OF ABBREVIATIONS

Df: Degree of Freedom

SD: Standart Deviation

SE:Standart Error

Ha: Alternative Hypothesis

Ho: Null Hypothesis

SPSS: Statistical Package for the Social Sciences

SMPN : Sekolah Menengah Pertama



CHAPTER I

INTRODUCTION

In this chapter, the writer discussed introduction of the study which consist of background of the study, problem of the study, objective of the study, hypothesis of the study, assumption of the study, scope and limitation, significance of the study, variable of the study, definition of key terms and framework of discussion.

A. Background of the Study

English is one of the important languages used all over in the world. In learning english, there are four skills that should be learned such as: Reading, Writing, Speaking and Listening. Reading is one of the most important skills. According to Elizabeth(2008) reading is the process of constructing meaning from print and from other symbol. Reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experience. Grellet (1986, p. 4) states that there are two main reasons for reading, the first one is reading for pleasue and the second is reading for information. Those reasons may affect you to read as much as possible to get a lot of information, knowledge, enjoyment and even problem solutions from reading activity. Therefore, the ability to read the text in any form will give a great deal of advantages in our life. Napitupulu (2012, p. 2) States that reading is a common place of teacher education that teachers tend to teach by the method which used by the teachers who taught them, It means reading is important skill,

when readers read, they are also learned and have purpose to get knowledge, they used their thinking, skill or strategies to conclude what the meaning.

According to Grabe and Stoller (2002), One of the most important factors for learning is the method that teachers use in their classes to facilitate language learning. Along with the improvement of international communication activities in the world, reading motivation is becoming more important and focuses on the four language skills and reading comprehension is of vital importance in English language learning. Grabe and Stoller (2002) also emphasized that reading motivation is very important for learners and it increases learners' reading comprehension. It is important for learners to read and understand texts easily and effectively. Therefore, all EFL learners need to improve their reading motivation for a better understanding of written texts.

According to Kintsch, et. al (1998) reading comprehension is the process of constructing meaning from text. The aim is to understand a text rather than to acquire meaning from individual words or sentences. Reading comprehension is defined as the process of making meaning by coordinating a number of complex processes that involve language, word reading, word knowledge, and fluency (Cain, Oakhill, & Bryant, 2004; Paris, 2005). According to Rahmani and Sadeghi (2011), reading comprehension is defined as the level of recognizing a text/message. This recognition comes from the communication between the words that are written and how they activate knowledge outside the text/message. Reading comprehension depends on the ability to understand words fast. If word understanding is hard, learners use too much of their processing ability to read

individual words which interferes with their ability to comprehend what is read. In reading comprehension there are seven level of comprehend. according to Smith and Carnine on Siti(2016, p. 47-48) Level of reading comprehension are Literal comprehension, Interpretation, Critical reading, Creative reading, Sequencing comprehension, Summarization, Inferential comprehension.

According to Guthrie and Wigfield (2000), reading motivation is the enormous quantity of motivation that learners should consider their positive or negative idea about reading. For example, learners who read for pleasure and engaging approaches to support their understanding are extremely motivated readers. Learners of this kind usually consider reading to be a significant element in their daily activities, receive challenges in the reading process and are likely to be effective readers. Furthermore, reading motivation is one's own purpose, idea, and interest related to the title, action, and the consequences of the reading. Pachtman and Wilson (2006) stated that it is vital to motivate learners to read by giving them opportunities to select their interest materials. In other words, readers want to read more when they are permitted to select their reading materials because they must discover that reading is a pleasurable activity. According to Hairul, Ahmadi, and Pourhosein (2012), reading motivation is the large amount of motivation that students have to concentrate their positive or negative opinions about reading.

The problem on reading motivation, according Seli Marsela (2017, p. 13) students' performance in learning can be high or low depends on their motivation.

Seli Marsela (2017, p. 4) states one of the factors affecting reading comprehension achievement is reading motivation.

Based on the observation to the school on 13 March 2018, the writer has conducted an interview of English teachers in grade 8 who said that in learning English, exactly on the skill of reading. Students' problems are students in SMPN-8 Palangka Raya still find it difficult to get information from the text, students are not interested in learning reading and students' motivation to read is still weak. However, students should know what the media in teaching reading that can help students more easily to understand and be interested in learning reading.

To improve students' reading comprehension can be used the picture story book based on Roslina. According to Roslina (2017, p. 217) The students who are treated with pictures are more active because the presenting of pictures encourages students to know the meaning of the text. A picture story book conveys its message through illustrations and written text; both elements are equally important to the story (Rothlein and Meinbach on Umi Faizah, 2009, p. 252). It means that picture story book is one of simple media that is easy for students in learning reading. There are many reasons to use storybooks in the classroom. Ellis and Brewster (1991, p. 1) provide one of the most important reasons, "stories are motivating and fun". Children really have a lot of fun reading these books. In the classroom, the whole group laughs at the same time about the ideas and events that picture books contain, thanks to the shared social experience that takes place during the reading process; this practice "provokes a shared response of laughter, sadness, excitement, and anticipation" which in turn "can help build up the

child's confidence". Many children experts also have pointed to the educational value and function of picture books, such as enhancing cognitive learning, fostering creativity imagination, promoting language learning, providing emotional identity, cultivating kindness and caring heart, appreciating aesthetics, promoting literacy activities and reading habits (Chien, 2004; Feng, 2003; Hsiao, 2010; Hsiung, 1996; Hsu, 2010; Lin, 2000; Liu, 2002; Walden & Baxter, 1989).

Based on description above, the writer was interested in conducting a research entitled "*The Effect of Picture Story Book toward Reading Comprehension and Reading Motivation of the second Graders of Smp Negeri 8 Palangka Raya*".

B. Research problem

1. Is there any significant effect of using picture story book toward second graders' reading comprehension of SMPN-8 Palangka Raya?
2. Is there any significant effect of using picture story book toward second graders' reading motivation of SMPN-8 Palangka Raya?
3. Is there any significant effect of using picture story book toward second graders' reading comprehension and reading motivation of SMPN-8 Palangka Raya?

C. Objective of the study

1. To find the significant effect of using picture story book toward second graders' reading comprehension of SMPN-8 Palangka Raya.
2. To find the significant effect of using picture story book toward second graders' reading motivation of SMPN-8 Palangka Raya.

3. To find the significant effect of using picture story book toward second graders' reading comprehension and reading motivation of SMPN-8 Palangka Raya.

D. Hypothesis of the Study

Hypothesis is temporary statement of writer product: it is a writer product that was carried out. The hypothesis were divided into two categories; they were Alternative Hypothesis and Null Hypothesis:

1. - Alternative hypothesis (Ha): There is significant effect of using picture story book towards second graders' reading comprehension of SMPN-8 Palangka Raya.
- Null hypothesis (Ho): There is no significant effect of using picture story book towards second graders' reading comprehension of SMPN-8 Palangka Raya.
2. - Alternative hypothesis (Ha): There is significant effect of using picture story book toward second graders' reading motivation of SMPN-8 Palangka Raya.
- Null hypothesis (Ho): There is no significant effect of using picture story book toward second graders' reading motivation of SMPN-8 Palangka Raya.
3. - Alternative hypothesis (Ha): There is significant effect of using picture story book toward second graders' reading comprehension and reading motivation of SMPN-8 Palangka Raya.

- Null hypothesis (Ho): There is no significant effect of using picture story book toward second graders' reading comprehension and reading motivation of SMPN-8 Palangka Raya.

E. Assumption of the Study

SMPN-8 Palangka Raya is one of the junior high school that has English lesson among other schools. Some students at second-grader of SMPN-8 Palangka Raya are weak in learning English. It is shows from the result of interview with their english teacher, in where the students' scores are at the middle category. Then, it is assumed that the teaching by using picture storybook will affect students' motivation and teaching reading comprehension.

F. Scope and Limitation

The study focuses on using picture story book and the kind of picture story book in this study is fiction. The scope in this study is to investigate students' reading comprehension and reading motivation.

The limitation of the study are based on the level of comprehension and text type. First of all, the level of comprehension to be investigated in the study are at the literal and inferential comprehension. Then, from the many of text-types on reading, this study only discuss about narrative text. The writer chooses narrative text for this study based on syllabus.

G. Significance of the study

The writer expects that the result of the study can be useful theoretically and practically:

1. Theoretically

It was expected that result of the study can give contribution to support the theory on teaching English as foreign language, especially for the English teachers.

2. Practically

a. For teacher

The result of this study can be used by the teacher as an alternative technique in teaching reading comprehension.

b. For students

This study can provide knowledge and create intrinsic motivation of students to achieve success.

c. For school

The result of this study can become an input materials in planning development pattern of teacher through training or upgrading in improving the quality of education.

H. Variable of the study

According to Arikunto (2002, p. 96) variables are the object of the research. There were two variables in this study, independent variable and dependent variables:

1. Independent variables: -Picture Story Book/Experiment (X_1)
-Story book without picture/Control (X_2)
2. Dependent variables : - Reading Comprehension (Y_1)
-Reading Motivation (Y_2)

I. Definition of Key Terms

1. Theoretically

a. Reading Comprehension

According to Rahmani and Sadeghi (2011), reading comprehension is defined as the level of recognizing a text/message. This recognition comes from the communication between the words that are written and how they activate knowledge outside the text/message. Reading comprehension depends on the ability to understand words fast. If word understanding is hard, learners use too much of their processing ability to read individual words which interferes with their ability to comprehend what is read.

b. Picture Story Book

This specific category of children literature is defined by Shulevitz as “publications in which the pictures stand alone, the pictures dominate the text, or the words and illustrations are equally important” (Shulevitz, as cited in Jalongo, 2004, p. 9). Therefore, pictures or illustrations are major characteristics of this kind of books. In the excessive world of literature, there are wordless books, but they are full of pictures replacing the role of words.

c. Reading Motivation

Hairul, Ahmadi, and Pourhosein (2012) said that reading motivation has a great impact on reading comprehension. The researchers continued that reading motivation impacts all aspects of motivation and reading comprehension strategies in different conditions. They also emphasized that students' motivation absolutely affects their reading; it means that students with stronger reading motivation can be expected to read more in wider range.

2. Practically

a. Reading Comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences.

If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

b. Picture story book

Picture story book give students an opportunity to learn together. Or in other words, picture story books can create a learning community in the classroom.

By using the help of a picture story book the media expected students to learn reading skills will be better. Students can follow the

lessons in the classroom, students communicate with friends, teachers, family members in the home and the immediate surroundings, then by reading exercises regularly will give you results that are beneficial to the child itself and parents.

c. Reading motivation

Motivation is an impulse, emotion, initiation, intensity, or desire, direction, and persistence of behavior that arouse one to do a particular action and keep one engaged in certain activities to approach or avoid goals. Motivation is very strongly related to achievement in language learning. Motivation can be any thing which is able to make the students interested in learning activity.

J. Framework of Discussion

The framework of the discussion of the study as follows:

Chapter I : Introduction that consists of background of the study, problem of the study, objective of the study, hypothesis, assumption, scope and limitation of the study, significance of the study, variables of the study, definition of key terms and framework of the discussion.

Chapter II : Review of related literature consists of related study, Picture Story Book, Reading Comprehension and Reading Motivation.

Chapter III : Research Method consists of research design, population and sample, research instrument, research instrument try out,

instrument reliability, data collection procedure and data analysis procedure.

Chapter IV : Result of the study, it is description of data and result of data, and discussion.

Chapter V : Conclusion and Suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter review of related literature begins with related studies, Storybook (definition, kinds, importance and advantages and disadvantages, procedure of implementing picture story book and the role of the teacher in implementing of picture story book), Reading Comprehension (definition, kinds, level, problem, importance and assessment of reading comprehension) and Reading motivation (definition, kinds, importance of reading motivation and motivation for reading questionnaire).

A. Previous Studies

There are some previous studies were conducted in this study.

The table showed literature review there were 7 previous study as follows:

Table 2.1 Previous Studies

Previous Study	Result	Similarities	Differences
Roslina (2017): The Effect of Picture Story Books on Students' Reading Comprehension	The result showed that the utilization of picture story books had effect on the students' reading comprehension that revealed the value of 0.025 with higher scores found in the post-test.	The similar of this study is using picture on learning process on reading comprehension	The writer only focuses on reading comprehension
Ching-Yuan Hsiao & Pei-Yu Shih (2015): The Impact of Using Picture Books with Preschool Students in Taiwan on the Teaching of Environmental Concepts	The results revealed that the pupils' knowledge of environmental concepts was higher in the post-test than pre-test.	The similar of this study is using picture on learning process	The writer focuses at the preschool when using picture as media on learning process

Winda Mulia (2015) : The Effect of Using Picture Book in Teaching Reading Comprehension to the Eight Grade Students of SMP NEGERI 12 Langsa	Based on the result, the writer found that T calculation higher than T table or $3,63 \geq 1,671$. There are have the effect and significance of picture book in teaching reading comprehension	The similar of this study is using picture on learning process on reading comprehension	The writer only focuses on reading comprehension
Jose Luis Rodriguez Chavarro (2017) : Effect of Using Picture Storybooks in Reading Comprehension	The result showed students were able to improve their reading skills, which led them to enhance comprehension. This combination created a pleasurable learning environment in which students were allowed to have an active role in the classroom; besides, this approach kept in mind students previous experiences, which enabled them to increase their understanding of ideas that appeared in picture books in a meaningful way	The similar of this study is using picture on learning process on reading comprehension	The writer only focuses on reading comprehension
Y. Nirmala (2008) : Teaching Writing Using Picture Stories as Tools at the High School Level: The Movement from Other Regulation to Self Regulation	The result of the study is the study achieved success in improving the writing skill of these learners to a certain extent. The learners became familiar with the genre of story writing, use of punctuation, usage of tenses, prepositions and so on.	The similar of this study is using picture	The writer only found using picture stories as tool at the high school level: the movement from other regulation to self regulation
Bayyini Rosyada (2015) : the Effect of Using Picture Series on Students' reading Comprehension of Narrative text	The result of this study shows that there was significant difference on students' reading comprehension of narrative text by picture series and without picture series. It can be seen that on the $df=44$ and in the degree of significance 5% the value of degree of significance is 2.14. by comparing the value t_o is higher than t_t . the result showed that t-test (t_o) > t- table (t_t)($4.87 > 2.14$)	The similar of this study is using picture on learning process on reading comprehension of narrative text	The writer only focuses on reading comprehension

Ika (2014) : Effectiveness of Using Picture Series on the Students'ability in Writing Narrative Text at the Eighth Grade of SMPN-8 Palangka Raya	The result of this study is teaching writing narrative text using series picture at the eighth grade of SMPN- 8 Palangka Raya was effective at 5% and 1% significance level.	The similar of this study is using picture in learning process of narrative text	The different of this study on english skill. She found effect of picture series on the students'ability in writing.
Seli Marsela (2017): Correlation Between Reading Motivation and Reading Comprehension Achievement of the Eleventh Grade Students of MAN 2 Palembang.	According to the result of reading of motivation scale (MRQ), the level of eleventh grade students' reading motivation was medium. Then, the result of reading motivation achievement indicated that their reading comprehension belonged to good category.	The similar of this study is finding the result of the reading comprehension and reading motivation from students	The writer using correlation method

The table showed of previous study. Then the difference in this study is that the writer focuses on teaching reading comprehension and reading motivation will affect the students'achievement and motivation at the SMPN-8 Palangka Raya.

B. Picture Storybook

1. Definition of picture storybook

Picture storybook is one of the kind story book with pictures. And also picture storybook is a combination of the art of storytelling and the art of illustration.

Mitchell on Umi Faizah (2009, p. 252) states that picture storybooks are books in which the picture and text are tightly intertwined. Neither the picture nor the words are selfsufficient; they need each other to tell the story.

A picture storybooks conveys its message through illustrations and written text; both elements are equally important to the story(Rothlein and Meinbach on Umi Faizah, 2009, p. 252).

2. Kinds of picture storybook

McElmeel (2002) the types of picture story books are as follows:

a)Fiction

A fiction book is a book that tells fantasy, fiction, or something that does not exist and takes place seriously. Categories included in fiction are animal stories, mysteries, humor, and fantasy stories created by the author according to his imagination.

b)Historical

Historical books are books that base themselves on a fact or a reality in the past. This book covers actual events, places, or characters that are part of history.

c)Information

Information books are books that provide factual information. The information book conveys facts and data as it is, which is useful for adding skills, insights, and also the theoretical supplies within certain limits for the child.

d)Biography

Biography is a story or description of a person's life from birth to death if it dies.

e)Folklore

Folklore is a story or story whose origins come from society and grow and develop in society in the past.

f)Real Stories

Real stories focus on the actual events of a situation or event.

3. Importance of picture storybook

Picture storybook is importance because Picture story books help children develop a sense of self. “Long before they can read, children respond to images in an effort to place themselves and the others in their lives into the world around them,” according to Reading is Fundamental. This makes picture books critical for academic learning and mental development.

There are many reasons to use storybooks in the classroom. Ellis and Brewster (1991, p. 1) provide one of the most important reasons, “stories are motivating and fun”. Children really have a lot of fun reading these books. In the classroom, the whole group laughs at the same time about the ideas and events that picture books contain, thanks to the shared social experience that takes place during the reading process; this practice “provokes a shared response of laughter, sadness, excitement, and anticipation” which in turns “can help build up the child’s confidence”. Many children experts also have pointed to the educational value and function of picture books, such as enhancing cognitive learning, fostering creativity imagination, promoting language learning, providing emotional

identity, cultivating kindness and caring heart, appreciating aesthetics, promoting literacy activities and reading habits (Chien, 2004; Feng, 2003; Hsiao, 2010; Hsiung, 1996; Hsu, 2010; Lin, 2000; Liu, 2002; Walden & Baxter, 1989).

4. The Advantages and Disadvantages of Picture Storybook

According Asnawir et. al (2002, p. 50) the Advantages of picture are:

- a. Concrete and realistic. It is more realistic so that it describes one point directly than verbal only. By using pictures, students can understand the meaning of words better because picture can bring them into real life situation.
- b. Covers space and time, there is no every object can be borrowed in a classroom. Besides, some event in the past time can be presented visually in a class through pictures. It is economical because it can save time and keep along explanation into minimum.
- c. Practical in the sense that pictures give a clear concept of what a word may mean since much simple and long explanation would be.
- d. Interesting. It can bring many varieties and interest into language lesson. And also it clarifies problems. No matter their age are, people can understand pictures clearly.
- e. And the last is that the picture is easy to use because they do not require any equipment.

According to Wright and Sofia in Khairul Bariyah's thesis (2009, p. 27) stated that using visual aids will make teaching more effective communicative and interesting. The advantages of using pictures:

a. Pictures are interesting

Using picture is one of good way to increase students' creativity and decrease students' boredom. Pictures are interesting because they make the class livelier and contribute a great deal to make learning more enjoyable.

b. Pictures are economical

Pictures are economical, it means that picture materials are easy to collect and can cut on from many sources such as: magazine, newspaper, photos, calendar, internet or even draw it themselves.

c. Pictures are effective

Pictures are one recognized way of representing real situation that would be impossible to create in any others way.

Disadvantages of Picture storybook, According roslina (2017, p. 220) Actually, reflected in the fifth meeting students' response, where the frequency of procedure of utilization picture's story books is boring the students. It means that visual and verbal representation are not the only one which influence the students' reading comprehension in the utilization of picture story books in reading class. We also need to pay attention to the timer frequency. It means, when the teacher using picture story book only in the reading class every time, make all students

feel boring. So if the teacher want to use picture story book to teach not only in one skill but for all skill like speaking, writing and listening.

And also according Min li (2015, p. 2889) use the picture storybooks to understand and memory words, they can also memory more words by using link memory. At the same time, etc., can apply learned words, the highest aim of language teaching, at the same time, the highest state of words understanding is that through the rich class activities: playing a role or telling a story, students can use the words of they have learned, and then push the words learning to the level of application. Needless to say, there are some disadvantages and problems in the research of the experiment: for example, the promotion of students' extracurricular reading quantity is limited; the audio output of students who tell a story is not a lot. All of these inspire us to further thinking and try our best to be more mature in the future study.

The weakness of story book without pictures are easily bored and hard to understand the contents of the story.

5. Procedure of Implementing Picture Story Book

This study, the writer used picture story book as media in teaching reading narrative text. According Dista(2009) the general procedure of teaching narrative text by using pictures is as follows:

- a. Teacher prepared some narrative text and picture series to the students.
- b. Teacher gave the students hand out of narrative text and its picture

- c. Teacher read the text and the students follow her
- d. Teacher got the students to look at and pay attention to the pictures.
- e. Teacher got the students to guess and say the picture's activity.
- f. Teacher asked the students about the story and discussed it together
- g. Teacher explained about schematic structure and linguistic features of narrative text
- h. Teacher also gave the students picture and jumbled sentences
- i. Teacher got the students to look at and pay attention to the pictures and arrange the jumbled sentences into right order
- j. Students wrote the right order of jumbled sentences into a good story based on the pictures
- k. Teacher concluded the material and asked the students about their difficulties.

6. The Role of Teacher in Implementing Picture Story Book

According Roslina (2017) the role of teacher in implementing picture story book at the class as follows:

- a. The tutor/teacher posted a big picture on the blackboard, the crowded class began to focused on the picture, such of them asked "what picture is it?", and "what for its it?". Then, the tutor wrote a capital letter above it. Then the students gave such comment of the picture likely, "oh, I know, it is a big fish", others said "yeah, underwater environment", etc. It can be said the picture is stimulating students' imagination.

- b. The tutor/teacher told them that the picture has a complete story. So, the students asked the tutor the tutor to share the picture story book. It means that picture story books can stimulate students to put more effort to read since their reading accompanied with pictures. It encourages them to read more and learn to improve their stories and picture story books can stimulate students' motivation to learn English reading.
- c. The tutor/teacher grouped the students into 4 groups. Then, tutor share the whole pictures without text and the text separated for each group. The tutor asked the students to match the picture and the text. Each group decided the task for each member, there is one who found the meaning of the word in the dictionary, there is other write the meaning, there is also translated the text, and the other tried to match the picture with the text after reading the translation of the text. By those conditions, picture story books give students an opportunity to learn together. Or in other words, picture story books can create a learning community in the classroom.
- d. After all the pictures and the text matched, the tutor asked the students to arrange the pictured into a good organization. At that time, each group had a different way to settle that problem. There is one group started by retranslating the text, there is also started by arranged the picture without looking the text. It showed that Pictures can stimulate

students' creativity, develop students' capacity for self-assessment and critical thinking skills.

- e. When the whole pictures organized into a correct arrangement, the tutor asked the students retold the story in front of the class, individually.

C. Reading Comprehension

1. Definition of reading comprehension

According to Seyed et. al (2010, p. 376-380), the word comprehension refers to “the ability to go beyond the words, to understand the ideas conveyed in the entire text”. Furthermore, Snow (2002, p. 11) sees that reading comprehension refers to “the simultaneous ability used by a reader to construct and extract meaning through interaction and involvement with written materials”. Besides that, Reading comprehension is the process of understanding the meaning of text. A similar view was given by Katherine Maria (1990, p. 14-15) who defined “reading comprehension as holistic process of constructing meaning from written text through the interaction of (1) the knowledge reader brings to the text i.e. word recognition ability, word knowledge, and knowledge of linguistic conventions; (2) readers interpretation of the language that the writer used in constructing the text; and (3) the situation in which the text is read”.

2. Kinds of Reading

a. Intensive Reading

It refers to a high degree of comprehension and retention over a long period of time, in other words, it is reading in depth or carefully to comprehend a given text for example; studying it line by line, using the dictionary, comparing, analyzing, translating, and retaining every expression that it contains. Brown (1988, p. 400-450) explains that intensive reading “calls attention to grammatical forms, discourse markers, and the surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like”. Therefore, intensive reading is reading for a high degree of comprehension and retention over a long period of time (Texas Women's Universty counseling Center, 2014).

b. Extensive Reading

Bamford et. al (2004, p. 1-4) defined “Extensive reading is a language teaching procedures where learners are supposed to read large quantities of materials or long texts for global understanding, the principal goal being obtaining pleasure from the text”. According to Liana’s Extensive Reading Journals (2011), it is “reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go”. So, we can say that extensive reading is connected to student choice and pleasure in reading in order to reach enjoyment.

3. Level of Reading comprehension

The following are levels of reading comprehension according to Smith and Carnine on Siti (2016, p. 47-48):

- a. Level of reading comprehension according to Smith and Wayne are:
 1. Literal comprehension; that is the skill of getting primary direct literal meaning of a word, idea, or sentence in context.
 2. Interpretation; that is to identify ideal and meaning that are not explicitly stated in the written text.
 3. Critical reading; that is to evaluate what is read, and examines critically the thought of the writer.
 4. Creative reading; that is to apply ideas from the text to new situations and to recombine author's ideas with other ideas to from new concepts or to expand old ones.
- b. Level of reading comprehension according to Carnine are:
 1. Comprehension skill for the primary level consists of:
 - a). Literal comprehension; that is to receive information stated in a passage
 - b). Sequencing comprehension; that is to under several from a passage according to when they happened.
 - c). Summarization; that is to receive information stated in a passage.

2. Comprehension skill for the intermediate level consist of:

- a). Inferential comprehension; that is to reveal relationship between two objects or averts (stated on not stated).
- b). Critical reading; that is to identify the author's conclusion to determine what evidence is presented, and to identify family argument.

Comprehension skill for the advanced level that is the appreciation of the author's work.

4. Problem in Reading Comprehension

According to Gebhard (1996, p. 209) there are some problems in reading, they are:

- a. The "I want reading faster" problem

Some students want to read faster but they do not know increase their reading speed. Some of them complain that they read too slowly, one reason is because the material is too difficult, there are too many new words, the grammar is too complex, they does not have the background knowledge to process the intended meaning, or more likely, they are faced with a combination of these problems. Another reason students read slowly involves they way they read. Some students read a word at a time and look up many words in dictionary, event words they know.

b. The “vocabulary building” problems

It is not just beginner who needs to work constantly on building vocabulary. Some students have problems in comprehending the content of reading material because they limited vocabulary.

c. The “background knowledge” problem

Students’ ability to comprehend the content of reading material depends on their knowledge about the topic of the reading selection.

d. The “getting students to read” problem

It is sometimes difficult to get students to read in and out of class. Students, young and old are not always motivated to read.

5. Importance of reading comprehension

According to Kintsch et. al (1998) reading comprehension is the process of constructing meaning from text. The aim is to understand a text rather than to acquire meaning from individual words or sentences. Ahmadi, Hairul, and Pourhosein Gilakjani (2012) stressed that reading comprehension is one of the significant elements in language learning because it provides the foundation for a substantial amount of learning in EFL learners. Reading comprehension is defined as the process of making meaning by coordinating a number of complex processes that involve language, word reading, word knowledge, and fluency (Cain, Oakhill, & Bryant, 2004; Paris, 2005).

6. Reading Assessment

According to Berry (2005), there are three different levels of comprehension: literal level, interpretive level, and applied level. At the literal level the message is clearly stated in the text. The test in this level is objective test. Dealing with true false, multiple choice, and fill in the blank questions. The level of comprehension to be investigated in this study are at the literal level and inferential level. And from many kinds of the form of test item, this study used multiple choice. The reason why the test item constructed in multiple choices is because multiple choice is an objective test. Objective test is frequently criticized on the grounds that they are simpler to answers than subjective examinations. Item in an objective test, however, can be made just as easy or as difficult as the test constructor wishes. Beside of having the strength, a test in form of multiple choices also has a weakness. Multiple choice test type encourages guessing. It can be solved by doing try out of the test items to find out the test validity and reliability (Heaton, 1987, p. 12).

D. Reading Motivation

1. Definition of reading motivation

According to Mihandoost (2011, p. 18) Motivation for reading is a crucial entity for successfully engaging in the reading process because it is the element that what activates and maintains students' engagement throughout the entire reading process. According to Hairul, Ahmadi, and Pourhosein (2012), reading motivation is the large amount of motivation

that students have to concentrate their positive or negative opinions about reading. For instance, learners who read for pleasure and employing approaches to help their comprehension are extremely motivated readers. Learners of this kind typically consider reading to be an important factor in their daily activities, accept challenges in the reading process and are likely to be successful readers. Hairul, Ahmadi, and Pourhosein (2012) said that reading motivation has a great impact on reading comprehension. The researchers continued that reading motivation impacts all aspects of motivation and reading comprehension strategies in different conditions. They also emphasized that students' motivation absolutely affects their reading; it means that students with stronger reading motivation can be expected to read more in wider range.

2. Kinds of Reading Motivation

There are two kinds of reading motivation:

a. Intrinsic Motivation

Arnold (2000) stated that intrinsic motivation is learning itself that has its own reward. Students voluntarily try to learn what is very important for them. They have internal desire to learn and they do not have the need for external results. There are not any negative effects in having intrinsic motivation. Intrinsic motivation pushes the learners to learn without rewards because the need is innate and depends on their own desire. According to Lightbown and Spada (1999), teachers do not have great effects on their learners' intrinsic

motivation because they are from various backgrounds and the sole way to motivate learners is to make the class a supportive environment.

b. Extrinsic Motivation

According to Arnold (2000), extrinsic motivation is a desire to obtain a reward and stop punishment. This kind of motivation emphasizes external need to urge students to participate in learning activities like assignment, grade, or performing something that pleases teachers. Harmer (1991) said that both integrative and instrumental motivation are classified under the branch of extrinsic motivation. Extrinsic motivation has a negative effect on the learners because they do not learn with their strong intention but they learn because they are pushed by the concern in the rewards or the punishment. When learners learn something due to the rewards, they will have the high motivation to enter their classes and will also easily get the aim that are set for them. When these rewards are taken away and there isn't any punishment for the learners, they will not show any eagerness to take part in their classes and will not be certainly able to learn more (Harmer, 1991).

3. Importance of Reading Motivation

Reading motivation is important because in education, it affects the level of the learning of individual and they reflect to their behaviors whether they have learned or not (Seli, 2017). Grabe and Stoller (2002)

also emphasized that reading motivation is very important for learners and it increases learners' reading comprehension. It is important for learners to read and understand texts easily and effectively. Therefore, all EFL learners need to improve their reading motivation for a better understanding of written texts.

Pachtman and Wilson (2006) stated that it is vital to motivate learners to read by giving them opportunities to select their interest materials. In other words, readers want to read more when they are permitted to select their reading materials because they must discover that reading is a pleasurable activity. According to Hairul at. al (2012), one of the most important factors which help learners read more is reading motivation and it has an important impact on reading comprehension. Therefore, many investigators have been well aware of the significance of motivation in the target language learning and how motivation increases comprehension among language learners.

4. Motivation for Reading Questionnaire

To integrate both these areas into the questionnaire. We first developed a set of possible dimensions or constructs that could comprise reading motivations, and wrote items to measure those dimensions. We then inter-viewed a small group of children to see how they described their own motivations for reading, and modified some of the items following these interviews (Wigfield & Guthrie, 1996). The first two dimensions assess children's sense of competence and efficacy in reading,

constructs that are prominent in many motivation theories. These theorists (e.g., Bandura,1977; Wigfield, 1994) propose that individuals are more likely to do tasks or activities when they think they can master the activity. Therefore, to succeed in reading children need to believe they can read. We call these dimensions Reading Efficacy, the belief that one can be successful at reading, and Reading Challenge, the satisfaction of mastering or assimilating complex ideas in text.

The next set of dimensions are based on theoretical work on intrinsic versus extrinsic motivation. Motivation theorists in this area propose that intrinsic motivation, or the interest and enjoyment one gets from an activity, is a powerful motivational force (e.g., Deci & Ryan, 1985; Harter,1981).

The questionnaire can be used with the Reading Activity Inventory (Guthrie, Mc Gough, & Wigfield, 1994) to see how children's motivations for reading relate to the kinds of reading that they do.

This study, the writer used questionnaire to measure the students' motivation in learning reading activity using picture story book. Motivation for reading questionnaire (MRQ) was the broadest instrument designed to measure students' motivation in reading (Guthrie's et al, 1996).

CHAPTER III

RESEARCH METHOD

This chapter presents the description of the writer method that used in this study. It consists of research design, population and sample, research instrument, techniques of collecting data, and techniques of data analysis.

A. Research Design

Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims” (Creswell, 2003, p. 153). Quantitative research also involves data collection that is typically numeric and the researcher tends to use mathematical models as the methodology of data analysis. So this study uses Quantitative research. Leedy and Ormrod (2001) alleged that quantitative research is specific in its surveying and experimentation, as it builds upon existing theories. The type of this study uses quasi-experimental study by the nonrandomized control group; pretest-posttest design. This design was chosen based the nonrandom of the class. Campbell and Stanley (1963) the quasi-experimental design involves nonrandom selection of study participants.

The scheme of quasi-experiment design nonrandomized control, pretest-posttest design were presented in the following table:

Table 3.1 The Scheme of Quasi Experimental Design Nonrandomized Control, Pretest-Posttest Design

Subject	Pre-test	Treatment	Post-test
E	Y^1	X	Y^1
C	Y^2	-	Y^2

Where:

E : Experimental Group

C : Control Group

X : Treatment

Y^1 : Pretest

Y^2 : Posttest

The students were divided into two groups, experimental group and control group. In this experimental, the writer taught the students directly with the same material. Therefore, the use of picture storybook as media in teaching reading is applied on experimental group only. For the control group, the teacher taught the students by using textbook without picture. Meanwhile, the control group is not given the treatment.

This research aims at finding out whether students' reading motivation and their reading comprehension improved by using picture story book.

Factorial design (*desain faktorial 2x2*) were presented in the following table:

Table 3.2 Factorial Design (Desain Faktorial 2x2)

Group Media	Control	Experiment	Total
Without PSB (X_1)	RC (Y_1)	RM (Y_2)	35
Using PSB (X_2)	RC (Y_3)	RM (Y_4)	36
All students			71

Where:

X = Independent

Y = Dependent

X₁ = Without PSB

X₂ = Using PSB

Y₁ = Reading Comprehension Class Control

Y₂ = Reading Motivation Class Control

Y₃ = Reading Comprehension Class Experiment

Y₄ = Reading Motivation Class Experiment

B. Population and Sample

1. Population

According to Ary “population was all members of well-defined class of events, or subject. Ary et al (2010:316) it means all the member of the object observation is the population in which the larger group about the generalization is made. Population is all individuals from the data collected. In this study, the population is all individuals from whom the data collected. In this study population is the students of the second grader at SMPN-8 Palangka Raya.

The number of population is 389 about students were presented in the following table:

Table 3.3 The Number of Population of the Second Grade Students of SMPN-8 Palangka Raya

No	Class	Number
1	VIII ¹	36
2	VIII ²	31
3	VIII ³	36
4	VIII ⁴	35
5	VIII ⁵	36
6	VIII ⁶	36
7	VIII ⁷	36
8	VIII ⁸	36
9	VIII ⁹	36
10	VIII ¹⁰	36
11	VIII ¹¹	36
	Total	389

The number of the students population is 389 students and consist of eleven classes.

2. Sample

The sample of this study are two classes. They are class VIII⁴ and Class VIII⁵. To took sample, the writer used cluster sampling. Cluster sampling refers to groups or chunk of elements that would heterogeneity among members within each group are chosen for study (Sabarun, 2013, p. 2). Cluster sampling was a sampling in which intact groups, not individual. Cluster sampling was sometimes used in educational research with the classroom as the unit of sampling. The writer chose cluster sampling because the score of population are adjective. According to the teacher, the class VIII⁴ and class VIII⁵ have represented average English achievement of whole the population. So, it helped the writer to choose that class as sample of the study.

The sampling were presented in the following table:

Table 3.4 The Number of Sample of the Second Grade Students of SMPN-8 Palangka Raya

No.	Classes	The Number of Students
1.	Experiment (VIII ⁴)	35
2.	Control (VIII ⁵)	36
	All Students	71

There were 71 students for the sample of this research. There were 35 students of the experiment group, and there were 36 students of the control group.

C. Research Instrument

1. Research Instrument Development

This study uses some instruments, as follows:

a. Test

Test is a number of questions or training and other instrument that is used to measure skill, intelligence, knowledge, ability, or interest that had by individual or group (Suharsimi Arikunto, p. 150). This study, the writer constructed the test instrument in order to get the data to measure level of students' reading comprehension. The test instrument is in the form of multiple-choice. The tests' results are in the form of scores. These scores are the measuring rod of the improvements of the students' reading comprehension.

The level of comprehension test items were presented in the following table:

Table 3.5 Level of Comprehension test items

No	Level of comprehension	Items	Percentage
1	Literal	28 items	56%
2	Inferential	22 items	44%
	Total	50 items	100%

Based on the table above there are 28 items of *literal level* and the percentage of the test items (56%). Also 22 items of *inferential level* and the percentage of the test items (44%). The number of literal level from pretest are 1, 2, 3, 5, 6, 9, 10, 11, 12, 13, 17, 18, 22, 23, 24, 26, 28, 29, 32, 33, 35, 37, 39, 40, 44, 45, 46, 48. And the number of inferential level are 4, 7, 8, 14, 15, 16, 19, 20, 21, 25, 27, 30, 31, 34, 36, 38, 41, 42, 43, 47, 49, 50. This test consists of 50 items test in the form of multiple choice. The writer only focused on literal and inferential level of comprehension. The reason why focused on literal and inferential level is because the writer was chosen the level based on the level of students' comprehend.

The writer give score to the students' result test by using the formula:

$$\text{Score} = \frac{B}{N} \times 100\%$$

Where:

B : Frequency of the correct answers

N : Number of test items

In connection with the score of students' test, the writer used scoring rubric were presented in the following table:

Table 3.6 Scoring Rubric for Students' Reading Comprehension

Rubric Score	Category
95-100	Excellent
85-94	Very Good
75-84	Good
65-74	Fairly Good
55-64	Fair
35-54	Poor
0-34	Very Poor

Source: Roslina (2017)

If the students get the score of 100-95, they are considered to have *excellent category* of reading comprehension, those who belong the score 94-85 it means they are in *very good category* of reading comprehension. When students' score were 84-75 it means they are considered to have *good category* of reading comprehension. Then who belong the score 74-65 it means they are in *fairly good category* of reading comprehension. And who belong the score 64-55 it means they are in *fair category* of reading comprehension, those who belong the score 54-35 it means they are in *poor category* of reading comprehension. The last who belong the score 34-0 it means they are in *very poor category* of reading comprehension.

b. Questionnaire

Questionnaires are doubtless one of the primary sources of obtaining data in any research endeavor. However, the critical point is that when designing a questionnaire, the researcher should ensure that it is "valid, reliable and unambiguous" (Richards & Schmidt, 2002, p.438).

For collecting the data to measure of students' motivation, the writer used the Questionnaire instrument. Then, the writer got the scores from the result of the questionnaire. The writer divided the level of students reading motivation into three interval levels, the level are *high motivation, moderate motivation* and *low motivation*.

Categories of reading motivation were presented in the following table :

Table 3.7 Categories of Reading Motivation

Score interval	Categories
54-106	Low level of motivation
107-160	Medium level of motivation
161-216	High level of motivation

Source: Oztruk and Grabuz (2012) on Seli Marsela

If the students get the score of 54-106, they are considered to have *low level* of reading motivation, those who belong the score 107-160 it means they are in *medium level* of reading motivation. When students' score are 161-216 it means they are considered to have *high level* of reading motivation.

Motivation reading questionnaire items were presented in the following table:

Table 3.8 Motivation Reading Questionnaire items

Categories	Dimensions	Number of Items	Sample of Items
Competence and efficacy beliefs:	Self Efficacy (4)	3, 9, 15, 50	I'm a good reader
	Challenge (5)	2, 44, 7, 26, 48	I like, hard challenging books

	Work Avoidance(4)	27, 28, 23, 52	I don't like reading sometime when the word are too difficulties
Goals for reading	Curiosity (6)	5, 35, 13, 16, 8, 45	I like to read about new thing
	Involvement (6)	10, 33, 24, 30, 46, 41	I make picture in my hand when I read
	Importance (2)	53, 54	It is important to me to be a good reader
	Recognition (5)	17, 14, 36, 29, 31	I like having the teacher say I read well
	Grade (4)	37, 19, 39, 40	I read to improve my grade
	Competition (6)	43, 18, 49, 12, 22, 51	I like to finish my reading before others students
Social purpose of reading	Social (7)	1, 11, 21, 20, 34, 38, 42	I talk to my friend about what I am reading
	Compliance (5)	4, 6, 25, 32, 47	I read because I have to
Total	54	54	

Source: Wigfiled, John, Guthrie, and Karen 1996

MRQ uses likert scale with range of 1-4 were presented in the following table:

Table 3.9 MRQ score for each option

Category	Score
Very different from me	1
A little different from me	2
A little like me	3
A lot like me	4

Source: Wigfiled et, al.1996

2. Research Instrument Try Out

The try out test was conducted in class VIII² SMPN-8 Palangka Raya with the number of the students were 31 students on 21 July 2018. Try out of the test was necessary to know how valid, or reliable and difficult the instruments before it apply to the real sample. The result was valid, it meant

that the test item as the instrumentation of this study was suitable to be given. The test is valid on number 3, 4, 8, 9, 10, 15, 20, 23, 25, 27, 28, 29, 31, 33, 34, 39, 40, 42, 43, 44, 45, 46, 48, 50, 51, 53, 56, 60, 64, 65, 67, 71, 73, 74, 75, 76, 77, 78, 79, 86, 87, 88, 89, 90, 91, 93, 96, 97, 98, 100. The total are 50 items is valid.

To try out the instrument, the procedures consist of some steps as follow:

- a. The writer prepares the instruments
- b. The writer try out the instrument to the respondents
- c. The writer collecting and scoring the students' answer
- d. The writer analyze the result of students' test.

3. Instrument Validity

Validity was defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations (Donald Ary,. et. al, 1979, p. 224). In validity of data, a measure was also called valid if it measures what it was intended to measure (Donna M. Johnson, 1992, p. 53). Every test of a research should be as valid as the constructor can make it, whether the test was a short, informal classroom test or a public examination (Heaton, 1987, P. 153). Then, in this study, validity was classified into three types of validation, content validity, face validity, and construct validity which they exist to find internal validity of instrument. An instrument was called having internal validity if its criteria theoretically reflected what would be measured (Sugiyono, 2008, P. 174).

a. Face Validity

The types of face validity, if the test items look right to other testers, teacher, indicators and test. The types of test items, which would use in this research, can be suitable to the others at the same level was Senior High school (Heaton, 1975, p. 152).

For face validity of the test items as follow:

- 1) The test used multiple choice in reading test instruction.
- 2) The evaluation by reading test based on scoring system.
- 3) Kind of the reading test was reading narrative text.
- 4) The Language of items used English
- 5) The reading test was suitable to Junior High School.

b. Content Validity

This kind of validity depends on a careful analysis of the language being tested being testes and of the particular course objective. The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objective always being apparent (Heaton, 1974, p. 154). The instrument which used test, the tasting of content validity is done by asking the opinion of the judgment experts about the instrument is able to try out or not (Novi, 2014, p. 52).

c. Construct Validity

Construct validity was concerned with the extent to which a test measures a specific trait or construct (Donald Ary, 1985, p. 218). It

is related to the theoretical knowledge of the concept that wants to measure. The meaning of the test scores is derived from the nature of the tasks examines are asked to perform (Mohammad Adnan Latief, 2010, p. 134).

In this study, the validation of instruments was mainly directed to the face and content validity that was to make the test items (contents) match with what was supposed to measure. Related to reading test, the content validity can be checked by examining the agreement between the objectives of the course and the test used to measured the objective. Then, in terms of the face validity, the test assigns the students to read a narrative text. Next, construct validity meant that the test really measure the intended construct (Donal Ary.et, al. 2010, p. 235). Here, the writer wants to measure the students' ability in reading narrative text and the type of test was reading test.

4. Instrument Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. In rather reliability, there are inter-rater reliability and intra-rater reliability. Inter-rater reliability is the consistency of the judgement of several raters on how they see a phenomenon or interpreted the responses of the subject. It indicates accuracy in scoring composition of two different raters. Meanwhile, intra-rater reliability referred to the consistency of the rater in scoring the same

paper at two different points of time. It points out an individual accuracy in scoring a particular composition. In this study, the writer uses intra-rater reliability. The reliability of the whole test can be estimated by using this formula: Suharsimi on Dina (1992:108)

$$r_{11} = \left(\frac{k}{k-1} \right) \times \left(1 - \frac{M(k-M)}{k.Vt} \right)$$

Note: k = number of items

M = The mean score on the test for all the testers

Vt = the standard deviation of all the testers' score

The steps in determining the reliability of the test were:

1. Making tabulating of testes' scores
2. Measuring the mean of the testes' score with the formula: $M = \frac{\sum Y}{N}$
3. Measured the total variants with the formula:

$$Vt = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

Where:

Vt = the total variants

$\sum Y$ = the total of score

$\sum Y^2$ = the square of score total

N = the number of testes

4. Calculated the instrument reliability using KR-21.

5. The last decision was compared the value of Γ_{11} and Γ_r

$\Gamma_{11} > r_{\text{table}} = \text{Reliable}$ $\Gamma_{11} < \Gamma_{\text{table}} = \text{Not Reliable}$
--

6. To know the level of reliability of instrument, the value of Γ_{11} was interpreted based on the qualification of reliability as follows:

0.800- 1.000 : Very High Reliability

0.600-0.799 : High Reliability

0.400-0.599 : Fair Reliability

0.200-0.399 : Poor Reliability

0.000-0.199 : Very Poor Reliability

From the measurement of instrument try out reliability know that the numbers of test items were reliable or not.

D. Data Collection procedure

In this study, the writer used Test and Questionnaire to collect the data of reading comprehension and reading motivation.

To collect the data by using reading comprehension test, the procedures consist of some steps as follow:

1. The writer observed the school to know the number of class, the number of students, and the class activity.

2. The writer determined the class into experiment group and control group.
3. The writer gave pre-test to experiment group and control group.
4. The writer taught the control group with story book without picture.
5. The writer taught the experiment group by using picture story book.
6. The writer gave post-test to experiment group and control group.
7. The writer gave score to the data from experiment group and control group.
8. The writer started to analyze the data that have gotten from the pre-test and post-test.
9. The writer interpreted the analysis result.
10. The writer concluded the activity of the study whether the picture story book gave effect to the students' reading comprehension score or not, based on the obtained data.

To collect the data about the students' reading motivation, the writer used Questionnaire. The procedures consist of some steps as follow:

1. Before the writer gave the questionnaire for experiment group and control group.
2. The questionnaire has been translated into Bahasa Indonesia in order to make it easy to be answered by the students.
3. The writer gave the questionnaire to experiment group and control group.
4. The writer gave score to the data from experiment group and control group.
5. The writer started to analyze the data .

6. The writer interpreted the analysis result.
7. The writer concluded the activity of the study whether the picture story book gave effect to the students motivation score or not, based on the obtained data.

To collect the data about the students' reading motivation, writer used questionnaire by Allan Wigfield, John T. Guthria, and Karen Mcgough (1996, p. 11). This questionnaire consists of 54 items.

E. Data Analysis Procedure

In this study, the writer used ANOVA for analysis the data. Simple or one-way analysis of variance (ANOVA) is a statistical procedure used to analyze the data from a study with more than two groups. The data of this study is score of students' pre-test and post-test and the result of questionnaire. Therefore, the data are in quantitative data. The data analyzed by means of inferential statistics. This statistical analysis is suitable to answer the research problem. In this case, the writer applied one way ANOVA to examine the students' score reading comprehension and students' motivation use which picture storybook.

1. Techniques of Data Analysis

Before analyzing data using ANOVA Test, the writer should fulfill the requirements of ANOVA Test. They are Normality test, Homogeneity test and Hypothesis test.

a. Normality Test

It is used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. In this study to test the normality, the writer used SPSS 16.0 program using Kolmogorov Smirnov with level of significance =5%. If calculation result of asymptotic significance is higher than α (5%) so the distribution data is normal. In the contrary, if the result of an asymptotic significance is lower than α (5%) , it means the data is not normal distribution.

b. Homogeneity Test

Homogeneity is used to know whether experimental group and control group that are decided, come from population that has relatively same variant or not. To calculate homogeneity testing, the writer uses SPSS 16 program used Levene's testing with level of significance α (5%). If calculation result is higher than 5% degree of significance, so H_a is accepted, it means both groups have same variant and homogeneous.

c. Testing Hypothesis

The writer used the one-way ANOVA statistical to test hypothesis with level of significance 5% one-way ANOVA could be applied to test a difference mean or more. The steps are as follows:

1). Find out the grand mean (X) each group: $\sum X_t^2 =$

$$\sum X^2 - \left(\frac{\sum X^2}{N}\right)$$

2). Find out the sum of square among group:

$$SS_t = \sum X^2 - \frac{(\sum X_t)^2}{N}$$

Where:

SS_t = sum of square total

$\sum X^2$ = each score squared, then summed

$(\sum X_t)^2$ = all the scores summed first, then this sum squared

N = number of score

3).The sum of squares between groups

$$SS_b = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} - \frac{(\sum X_2)^2}{N}$$

4).The sum of squares within groups

$$SS_w = SS_t - SS_b$$

5).Find out degree of freedom between group:

$$Df_b = G - 1$$

6).Calculated the between-groups mean square (MS_b) :

$$MS_b = \frac{SS_b}{df_b}$$

7).Find out the degree of freedom within group :

$$Df_w = N - 1$$

8).Calculated within group mean score (MS_w) :

$$MS_w = \frac{SS_w}{df_w}$$

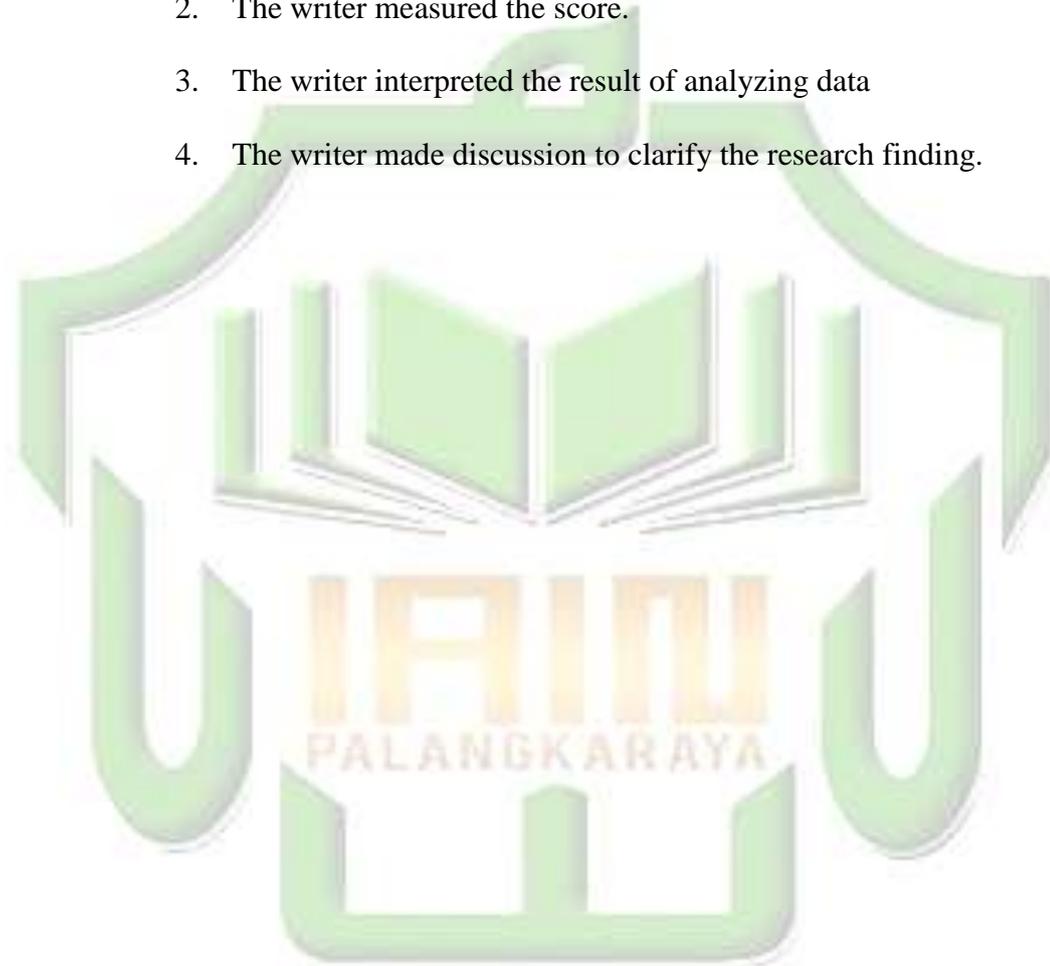
9).Find the F ratio

$$F = \frac{MS_b}{MS_w}$$

10).Determined the level of significant of F_{observed} by comparing the F_{observed} with the F_{table} .

The writer did some procedures to analyze the obtained data by using Questionnaire as follows:

1. The writer collected the obtained score.
2. The writer measured the score.
3. The writer interpreted the result of analyzing data
4. The writer made discussion to clarify the research finding.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter covers description of the data, the data which had been collected from the research in the field of study. The data were the result of pre-test of experimental dan control group, the result of post-test of experimental and control group, result of data analysis and discussion.

A. Presentation of the data

1. The Result of Pre-Test and Post Test Score Students' reading of the Experiment and Control Class

a. The Result of Pre-Test and Post Test Score of Students' reading in the Experiment Class

The comparison pre-test and post-test scores of experiment were presented in the following table:

Table 4.1 The Comparison of Pre-test and Post-test Score of Experimental Group

NO	CODE	PRETEST	CATEGORY	POSTTEST	CATEGORY	DIFF
1	E1	74	Fairly good	84	Good	10
2	E2	74	Fairly good	78	Good	4
3	E3	74	Fairly good	76	Good	2
4	E4	76	Good	82	Good	6
5	E5	52	Poor	74	Fairly good	22
6	E6	60	Fair	76	Good	16
7	E7	58	Fair	72	Fairly good	14
8	E8	58	Fair	70	Fairly good	12
9	E9	70	Fairly good	78	Good	8
10	E10	68	Fairly good	78	Good	10
11	E11	68	Fairly good	82	Good	14
12	E12	54	Poor	70	Fairly good	16
13	E13	70	Fairly good	76	Good	6
14	E14	56	Fair	74	Fairly good	18

15	E15	60	Fair	76	Good	16
16	E16	56	Fair	68	Fairly good	12
17	E17	60	Fair	78	Good	18
18	E18	66	Fairly good	78	Good	12
19	E19	58	Fair	76	Good	18
20	E20	76	Good	80	Good	4
21	E21	56	Fair	78	Good	22
22	E22	72	Fairly good	84	Good	12
23	E23	54	Poor	78	Good	24
24	E24	58	Fair	74	Fairly good	61
25	E25	64	Fair	72	Fairly good	8
26	E26	56	Fair	74	Fairly good	18
27	E27	58	Fair	74	Fairly good	16
28	E28	80	Good	96	Excellent	16
29	E29	56	Fair	70	Fairly good	24
30	E30	52	Poor	76	Good	24
31	E31	58	Fair	76	Good	18
32	E32	54	Poor	74	Fairly good	20
33	E33	52	Poor	76	Good	24
34	E34	56	Fair	78	Good	22
35	E35	64	Fair	78	Good	24
TOTAL		2178		2684		
MEAN		62.23	Fair	76.69	Good	
LOWEST		52		68		
HIGHEST		80		96		

It can be seen in the table above, based on the result there were improvement score from category fair into good category. And class A as experiment class before giving treatment, the highest pre-test score of students in experiment class was 80 and the lowest score was 52 with mean was 62.23. Then the result of writer in class A as experiment class after taught using picture story book, the highest post test score of students in experiment class was 96 and the lowest score was 68 with mean was 76.69. In conclusion, mean of pre-test score was 62.23 and in the post test was 76.69.

In the pre-test, there were 17 students got *fair* category (48.57%). There were 3 students got *good* category (8.57%). There

were 6 students got *poor* category (17.14%). There were 9 students got *fairly good* category (25.71%). There was no one got *excellent*.

Then in the posttest there was no one got *fair* category. There were 12 students got *fairly good* category (34.29%). There were 22 students got *good* category (62.86%). There was 1 student got *excellent* category (2.86%). It could be concluded that the students' reading scores of experiments class was increased from pre-test to post test.

b. The Result of Students reading in pre-test Experimental Group

To determine the range of score, the class of interval, interval of temporary, the writer calculated using formula as follow:

$$\text{The highest score (H)} = 80$$

$$\text{The lowest score (L)} = 52$$

$$\begin{aligned} \text{The range of score (R)} &= H-L+1 \\ &= 80 - 52 + 1 \\ &= 29 \end{aligned}$$

$$\begin{aligned} \text{The class interval (K)} &= 1+(3.3) \times \text{Log } n \\ &= 1+(3.3) \times \log 35 \\ &= 1+(3.3) \times 1.54406804 \\ &= 1+5.095424532 \\ &= 6.095424532 \\ &= 6 \end{aligned}$$

$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{29}{6} = 5$$

So, the range of score was 60, the class interval was 6, and interval of temporary was 5.

Then, it is presented using frequency distribution in the following table:

Table 4.2 The Frequency Distribution of the Pre-Test Scores of the Experimental Group

Class (K)	Interval (I)	Frequency (F)	Midpoint (X)	The Limitation of Each Group	Relative Frequency (%)	Cumulative Frequency (%)
1	77-81	1	79	76.5-81.5	2.8571428571	100
2	72-76	6	74	71.5-76.5	17.1428571429	97.1428571429
3	67-71	4	69	66.5-71.5	11.4285714286	80
4	62-66	3	64	61.5-66.5	8.5714285714	68.5714285714
5	57-61	9	59	56.5-61.5	25.7142857143	60
6	52-56	12	54	51.5-56.5	34.2857142857	34.2857142857
		$\Sigma F=35$			$\Sigma P=100$	

The distribution of the Pre-Test Scores of the Experimental Group were presented in the following figure 4.1:

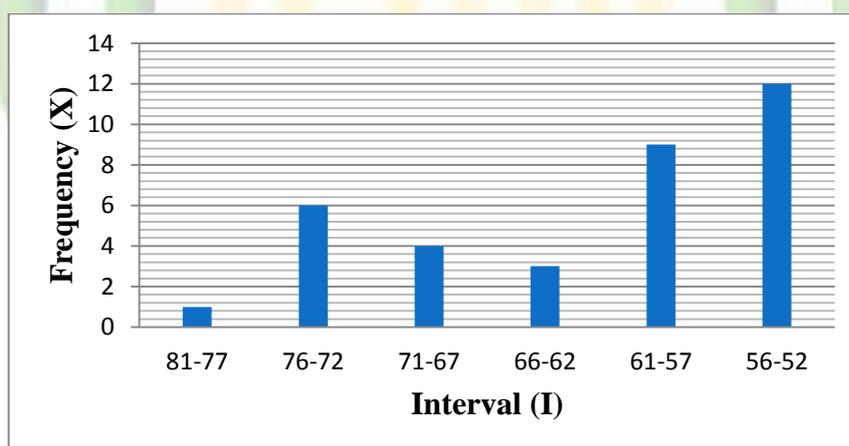


Figure 4.1 The Frequency Distribution of the Pre-test Score of the Experimental Group

The table and figure 4.1 showed us the pretest score students in experiment group. It can be seen that there were 12 students who got score 56-52. There were 9 students who got score 61-57. There were 3 students who got score 66-62. There were 4 students who got score 71-67. There were 5 students who got score 76-72. That were 2 students who got score 81-77.

c. The Result of Students reading in post-test Experimental Group

To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

$$\text{The Highest Score (H)} = 96$$

$$\text{The Lowest Score (L)} = 68$$

$$\text{The Range of Score (R)} = H - L + 1$$

$$= 96 - 68 + 1$$

$$= 29$$

$$\text{The Class Interval (K)} = 1 + (3.3) \times \text{Log } n$$

$$= 1 + (3.3) \times \text{Log } 35$$

$$= 1 + (3.3) \times 1.54406804$$

$$= 1 + 5.095424532$$

$$= 6.095424532$$

$$= 6$$

$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{29}{6} = 5$$

So, the range of score was 29, the class interval was 6, and interval of temporary was 5.

Then, it was presented using frequency distribution in the following table:

Table 4.3 The Frequency Distribution of the Posttest Scores of the Experimental Group

Class (K)	Interval (I)	Frequency (F)	Midpoint (X)	The Limitation of Each Group	Relative Frequency (%)	Cumulative Frequency (%)
1	93-97	1	95	92.5-97.5	2.8571428571	100
2	88-92	0	90	87.5-92.5	0	0
3	83-87	2	85	82.5-87.5	5.7142857143	97.1428571429
4	78-82	12	80	77.5-82.5	34.2857142857	91.4285714286
5	73-77	14	75	72.5-77.5	40	57.1428571429
6	68-72	6	70	67.5-72.5	17.1428571429	17.1428571429
		$\Sigma F=35$			$\Sigma P=100$	

The distribution of the posttest scores of the experiment group were presented in the following figure 4.2:

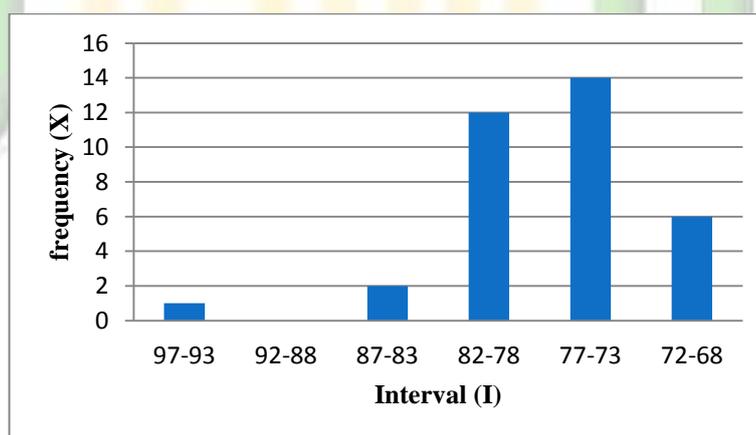


Figure 4.2 The Frequency Distribution of the Posttest Score of the Experimental Group

The table and figure 4.2 show the posttest score students in experiment group. It can be seen that there were 6 students who got score 72-68. There were 14 students who got score 77-73. There were 12 students who got score 82-78. There were 2 students who got score 87-83. There was 0 students who got score 92-88. That was 1 student who got score 97-93.

d. The Result of students reading in pre-test and post-test Control class

The comparison pre-test and post-test scores of control group were presented in the following table:

Table 4.4 The Comparison of Pre-test and Post-test Score of Control Group

NO	CODE	PRETEST	CATEGORY	POSTTEST	CATEGORY	DIFF
1	C1	52	Poor	80	Good	28
2	C2	74	Fairly Good	86	Very Good	12
3	C3	56	Fair	60	Fair	4
4	C4	56	Fair	74	Fairly Good	18
5	C5	50	Poor	74	Fairly Good	24
6	C6	54	Poor	62	Fair	8
7	C7	64	Fair	70	Fairly Good	6
8	C8	52	Poor	64	Fair	12
9	C9	68	Fairly Good	80	Good	12
10	C10	66	Fairly Good	80	Good	14
11	C11	54	Poor	60	Fair	6
12	C12	50	Poor	70	Fairly Good	20
13	C13	50	Poor	64	Fair	14
14	C14	56	Fair	62	Fair	6
15	C15	66	Fairly Good	70	Fairly Good	4
16	C16	50	Poor	64	Fair	14
17	C17	50	Poor	60	Fair	10
18	C18	54	Poor	60	Fair	6
19	C19	50	Poor	62	Fair	8
20	C20	54	Poor	62	Fair	12
21	C21	56	Fair	62	Fair	6
22	C22	60	Fair	66	Fairly Good	6
23	C23	56	Fair	64	Fair	8
24	C24	52	Poor	62	Fair	10
25	C25	72	Fairly Good	82	Good	10

26	C26	48	Poor	62	Fair	14
27	C27	54	Poor	68	Fairly Good	14
28	C28	76	Good	78	Good	2
29	C29	68	Fairly Good	80	Good	12
30	C30	54	Poor	74	Fairly Good	20
31	C31	70	Fairly Good	72	Fairly Good	2
32	C32	52	Poor	66	Fairly Good	14
33	C33	54	Poor	66	Fairly Good	12
34	C34	70	Fairly Good	72	Fairly Good	2
35	C35	62	Fair	70	Fairly Good	8
36	C36	52	Poor	62	Fair	10
TOTAL		2086		2470		
MEAN		57.94	Poor	68.61	Fairly Good	
LOWEST		48		60		
HIGHEST		76		86		

It can be seen in the table above, based on the result there were improvement score form Poor into Fairly Good category. And the result of the research in class B as control class, the highest pre-test score of students in control class was 76 and the lowest score was 48 with mean was 57.94. Then, class B as control class which was not taught using picture, the highest post test score of students in control class was 86 and the lowest score was 60 with, mean was 68.61. In conclusion, mean of pre-test score was 57.94 and in the post test was 68.61.

In the pre-test there was 1 student got *good* category (2.78%). There were 19 students got *poor* category (52.78%). There were 8 students got *fair* category (22.22%) There were 8 students got *fairly good* category (22.22%). There was no one got *excellent* category, there was no one got *very good* category.

Then in the posttest there were 6 students got *good* category (16.67%). There were 13 student got *fairly good* category (36.11%).

There were 16 students got *fair* category (44.44%). There was 1 student got *very good* category (2.78%). And there was no one got *excellent* category. Then there was no one got *very poor* category. It could be concluded that the students' reading scores of control class was increased from pre-test to post test.

e. The Result of Pre-Test Score Students' reading of the Control Class

To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

$$\text{The Highest Score (H)} = 78$$

$$\text{The lowest Score (L)} = 48$$

$$\begin{aligned} \text{The Range of Score (R)} &= H - L + 1 \\ &= 78 - 48 + 1 \end{aligned}$$

$$= 31$$

$$\text{The Class Interval (K)} = 1 + (3.3) \times \log n$$

$$= 1 + (3.3) \times \log 36$$

$$= 1 + (3.3) \times 1.55630250$$

$$= 1 + 5.13579825$$

$$= 6.13579825$$

$$= 6$$

$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{31}{6} = 5$$

So, the range of score was 31, the class interval was 6, and interval of temporary was 5.

Then, it was presented using frequency distribution in the following table:

Tabel 4.5 The Frequency Distribution of the Pretest Score of the Control Group

Class (K)	Interval (I)	Frequency (F)	Midpoint (X)	The Limitation of Each Group	Relative Frequency (%)	Cumulative Frequency (%)
1	74-78	2	76	73.5-78.5	5.5555555556	100
2	69-73	3	71	68.5-73.5	8.3333333333	94.4444444444
3	64-68	5	66	63.5-68.5	13.8888888889	86.1111111111
4	59-63	2	61	58.5-63.5	5.5555555556	72.2222222222
5	53-58	12	55.5	52.5-58.5	33.3333333333	66.6666666666
6	48-52	12	50	47.5-52.5	33.3333333333	33.3333333333
		$\Sigma F=36$			100	

The distribution of the pretest score of the control group were presented in the following figure 4.3:

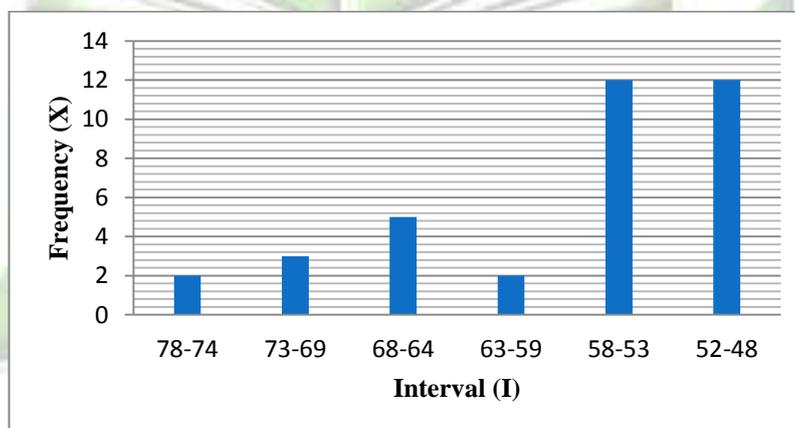


Figure 4.3 The Frequency Distribution of the Pretest Score of the Control Group

The table and figure 4.3 show the pretest score students in control group. It can be seen that there were 12 students who got score 52-48. There were 12 students who got score 58-53. There were 2 students who got score 63-59. There were 5 students who got score 68-64. There were 3 students who got score 73-69. That were 2 students who got score 78-74.

f. The Result of Post-Test Score Students' reading of the Control Class

To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

$$\text{The Highest Score (H)} = 86$$

$$\text{The Lowest Score (L)} = 60$$

$$\begin{aligned} \text{The Range of Score (R)} &= H - L + 1 \\ &= 86 - 60 + 1 \\ &= 27 \end{aligned}$$

$$\begin{aligned} \text{The Class Interval (K)} &= 1 + (3.3) \times \text{Log } n \\ &= 1 + (3.3) \times \text{Log } 34 \\ &= 1 + (3.3) \times 1.55630250 \\ &= 1 + 5.13579825 \\ &= 6.13579825 = 6 \end{aligned}$$

$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{27}{6} = 5$$

So, the range of score was 27, the class interval was 6, and interval of temporary was 5.

Then, it was presented using frequency distribution in the following table:

Tabel 4.6 The Frequency Distribution of the Posttest Score of the Control Group

Class (K)	Interval (I)	Frequency (F)	Midpoint (X)	The Limitation of Each Group	Relative Frequency (%)	Cumulative Frequency (%)
1	85-89	1	87	84.5-89.5	2.7777777778	100
2	80-84	5	82	79.5-84.5	13.8888888889	97.2222222222
3	75-79	1	77	74.5-79.5	2.7777777778	83.3333333333
4	70-74	9	72	69.5-74.5	25	80.5555555555
5	65-69	4	67	64.5-69.5	11.1111111111	55.5555555555
6	60-64	16	62	59.5-64.5	44.4444444444	44.4444444444
		$\Sigma F=36$			100	

The distribution of the posttest score of the control group were presented in the following figure 4.4:

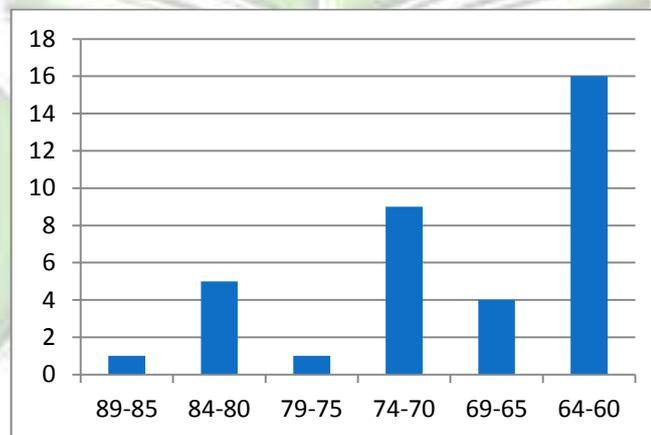
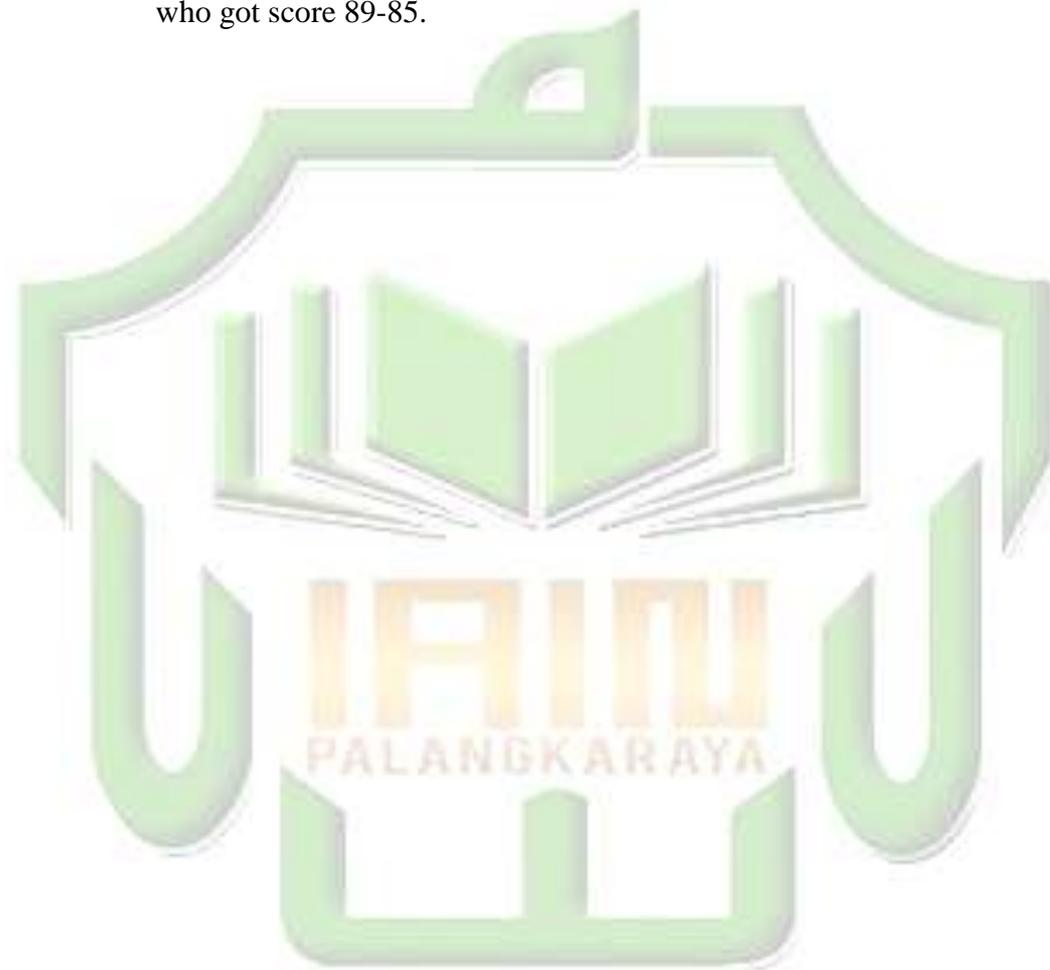


Figure 4.4 The Frequency Distribution of the Posttest Score of the Control Group

The table and figure 4.4 showed the posttest score students in control group. It can be seen that there were 16 students who got score 64-60. There were 4 students who got score 69-65. There were 9 students who got score 74-70. There was 1 student who got score 79-75. There were 5 students who got score 84-80. That was 1 student who got score 89-85.



The comparison score of pre-test and post test of experimental and control group were presented in the following table:

Table. 4.7 The Comparison Score of Pre-Test and Post Test of Experimental and Control Group

EXPERIMENTAL GROUP							CONTROL GROUP							
No	C	Score					No	C	Score					
		Pre-test	P	Posttest	P	IMP			Pre-test	P	Posttest	P	IMP	
1	E1	74	FG	84	G	10	1	C1	52	P	80	G	28	
2	E2	74	FG	78	G	4	2	C2	74	FG	86	VG	12	
3	E3	74	FG	76	G	2	3	C3	56	F	60	F	4	
4	E4	76	G	82	G	6	4	C4	56	F	74	FG	18	
5	E5	52	P	74	FG	22	5	C5	50	P	74	FG	24	
6	E6	60	F	76	G	16	6	C6	54	P	62	F	8	
7	E7	58	F	72	FG	14	7	C7	64	F	70	F	6	
8	E8	58	F	70	FG	12	8	C8	52	P	64	F	12	
9	E9	70	FG	78	G	8	9	C9	68	FG	80	G	12	
10	E10	68	FG	78	G	10	10	C10	66	FG	80	G	14	
11	E11	68	FG	82	G	14	11	C11	54	P	60	F	6	
12	E12	54	P	70	FG	16	12	C12	50	P	70	FG	20	
13	E13	70	FG	76	G	6	13	C13	50	P	64	F	14	
14	E14	56	F	74	FG	18	14	C14	56	F	62	F	6	
15	E15	60	F	76	G	16	15	C15	66	FG	70	FG	4	
16	E16	56	F	68	FG	12	16	C16	50	P	64	F	14	
17	E17	60	F	78	G	18	17	C17	50	P	60	F	10	
18	E18	66	FG	78	G	12	18	C18	54	P	60	F	6	
19	E19	58	F	76	G	18	19	C19	50	P	62	F	8	
20	E20	76	G	80	G	4	20	C20	54	P	62	F	12	
21	E21	56	F	78	G	22	21	C21	56	F	62	F	6	

22	E22	72	FG	84	G	12	22	C22	60	F	66	FG	6
23	E23	54	F	78	G	24	23	C23	56	F	64	F	8
24	E24	58	F	74	FG	61	24	C24	52	P	62	F	10
25	E25	64	FG	72	FG	8	25	C25	72	FG	82	G	10
26	E26	56	F	74	FG	18	26	C26	48	P	62	F	14
27	E27	58	F	74	FG	16	27	C27	54	P	68	FG	14
28	E28	80	G	96	E	16	28	C28	76	G	78	G	2
29	E29	56	F	70	FG	24	29	C29	68	FG	80	G	12
30	E30	52	P	76	G	24	30	C30	54	P	74	FG	20
31	E31	58	F	76	G	18	31	C31	70	FG	72	FG	2
32	E32	54	P	74	FG	20	32	C32	52	P	66	FG	14
33	E33	52	P	76	G	24	33	C33	54	P	66	FG	12
34	E34	56	F	78	G	22	34	C34	70	FG	72	FG	2
35	E35	64	FG	78	G	24	35	C35	62	F	70	FG	8
							36	C36	52	P	62	F	10
Total		2178		2684					2086		2470		
Mean		62.23	F	76.69	G				57.94	P	68.61	FG	
SD		8.200		5.040					7.950		7.481		
SE		1.386		.852					1.325		1.247		
H		80		96					76		86		
L		52		68					48		60		

NOTE

C =Code
P =Predicate
IMP =Improvement
P =Poor

F = Fair
FG=Fairly Good
G =Good
VG=Very Good
E =Excellent

The table above showed us that there were improvement score from experiment group and control group. The score of experiment group from *fair* into *good* category and control group from *poor* into *fairly good* category. And the result showed the score of pre-test and post-test score achieved by experimental group, with mean 62.23 and 76.69, standard deviation were 8.200 and 5.040, standard error 1.386 and 0.852, the highest score were 80 and 96, the lowest score were 52 and 68. In the pre-test there were 17 students got *fair* category (48.57%). There were 3 students got *good* category (8.57%) and 9 students got *fairly good* category (25.71 %) and then 6 students got *poor* category (17.14%) and there was no one got *very good* and *excellent* category.

Then in the posttest there was no one got *fair* category. There were 12 students got *fairly good* category (34.29%) and 22 students got *good* category (62.86%) and then there was 1 student got *excellent* category (2.86%).

In addition, score pretest and post-test score achieved by control group mean was 57.94 and 68.61, and standard deviation was 7.950 and 7.481, standard error 1.325 and 1.247, the highest score were 76 and 86, the lowest score were 48 and 86.

In the pre-test there were 19 students got *poor* category (52.78%). There were 8 students got *fair* category (22.22%). There were 8 students got *fairly good* category (22.22%). There was 1

student got *good* category (2.78%) and there was no one got *excellent* and *very good* category.

Then in the posttest there were 16 students got *fair* category (44.44%). There were 13 students got *fairly good* category (36.11%). There were 6 students got *good* category (16.67%). There was 1 student got *very good* category (2.78%) and there was no one got *excellent* and *very poor* category.

2. The Level of Reading Motivation

There were 71 students participated in this study. The 54 items of questionnaire scale reading motivation (MRQ) was employed to investigate the students' reading motivation. The MRQ was rated by four-point Likert scale. A higher score indicate higher degree of reading motivation.

The result of reading motivation students' experiment and contro group were presented in the following table:

Tabel 4.8 The Result of Reading Motivation Students' Experiment And Control Group

No	Code	Score	Category	Code	Score	Category
1	E1	142	Medium	C01	144	Medium
2	E2	128	Medium	C02	146	Medium
3	E3	109	Medium	C03	123	Medium
4	E4	148	Medium	C04	141	Medium
5	E5	140	Medium	C05	135	Medium
6	E6	108	Medium	C06	110	Medium
7	E7	151	Medium	C07	110	Medium
8	E8	136	Medium	C08	119	Medium
9	E9	167	High	C09	156	Medium
10	E10	132	Medium	C10	148	Medium
11	E11	188	High	C11	176	High

12	E12	125	Medium	C12	106	Low
13	E13	147	Medium	C13	173	High
14	E14	117	Medium	C14	156	Medium
15	E15	117	Medium	C15	188	High
16	E16	144	Medium	C16	173	High
17	E17	153	Medium	C17	126	Medium
18	E18	166	High	C18	133	Medium
19	E19	125	Medium	C19	129	Medium
20	E20	152	Medium	C20	133	Medium
21	E21	126	Medium	C21	136	Medium
22	E22	177	High	C22	157	Medium
23	E23	111	Medium	C23	155	Medium
24	E24	116	Medium	C24	121	Medium
25	E25	185	High	C25	189	High
26	E26	125	Medium	C26	132	Medium
27	E27	134	Medium	C27	120	Medium
28	E28	158	Medium	C28	136	Medium
29	E29	173	High	C29	147	Medium
30	E30	120	Medium	C30	146	Medium
31	E31	180	High	C31	150	Medium
32	E32	150	Medium	C32	118	Medium
33	E33	132	Medium	C33	101	Low
34	E34	118	Medium	C34	158	Medium
35	E35	133	Medium	C35	135	Medium
				C36	188	High
	Sum	4933			5114	
	Highest	188			189	
	Lowest	108			101	
	Mean	140.94	Medium		142.06	Medium

Based on the data above, it can be seen that the students' highest score of experimental group was 188 and the students' lowest score 108 and mean 140.94. Then, highest score of control group was 189 and the students' lowest 101 and mean 142.06.

Then, it was revealed that from the questionnaire, the three level of reading motivation were all perceived by the students with different number.

The distribution reading motivation of experiment group were presented in the following table:

Tabel 4.9 The Distribution reading motivation of Experiment group

Category	Score Interval	Frequency	Percentage
High motivation	161-216	7	12.10%
Medium motivation	107-160	28	51.9%
Low motivation	54-106	0	0

The result showed that there were 7 students (12.10%) who were indicated as *highly motivated*. Then there were 28 students (51.9%) who were indicated as *moderately motivated*. And last there was no one got *low motivation*. In conclusion, it was revealed that from the questionnaire, *moderate motivation* was the most perceived type of reading motivation.

The distribution reading motivation of control group were presented in the following table:

Tabel 4.10 The Distribution reading motivation of Control group

Category	Score Interval	Frequency	Percentage
High motivation	161-216	6	11.1%
Medium motivation	107-160	28	51.9%
Low motivation	54-106	2	3.7%

The result showed that there were 6 students (11.1%) who were indicated as *highly motivated*. Then there were 28 students (51.9%) who were indicated as *moderately motivated*. And last there

were 2 students (3.7%) who were indicated as *low motivated*. In conclusion, it was revealed that from the questionnaire, *moderate motivation* was the most perceived type of reading motivation.

B. Research Findings

1. Test the Normality and Homogeneity

a. Test the Normality

In this study, the writer used SPSS 16.0 program to calculate the normality. The testing of normality used to know that the distribution of the data was normal or not.

The result of testing the normality using SPSS 16.00 program could be seen as follows:

Table 4.11 Test of Normality Pre-Test and Post Test Experiment Group and Control Group

One-Sample Kolmogorov-Smirnov Test

		pretestex	posttestex	Pretestco	posttestco
N		35	35	36	36
Normal Parameters ^a	Mean	62.2286	76.6857	57.8333	68.6111
	Std. Deviation	8.20002	5.03967	8.00536	7.48056
Most Extreme Differences	Absolute	.211	.226	.257	.176
	Positive	.211	.226	.257	.176
	Negative	-.106	-.126	-.136	-.125
Kolmogorov-Smirnov Z		1.250	1.335	1.543	1.054
Asymp. Sig. (2-tailed)		.088	.057	.017	.217

a. Test distribution is Normal.

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Based on the result of testing the normality, it was found that the value of the significance of the posttest of experiment group was 0.057 and the value of the and the value of the significance of posttest the control group was 0.217. It meant that the distribution of the data was normal because the value of the significance was greater than 0.05.

Testing the Normality Using SPSS 16.00 Program Testing of Normality Reading Motivation Experiment Group and Control Group were presented in the following table:

Table 4.12 Test of Normality Reading Motivation Experiment Group and Control Group

One-Sample Kolmogorov-Smirnov Test			
		motivation_ex	motivation_co
N		35	36
Normal Parameters ^a	Mean	140.9429	142.0556
	Std. Deviation	22.58311	23.29677
Most Extreme Differences	Absolute	.106	.103
	Positive	.106	.103
	Negative	-.072	-.075
Kolmogorov-Smirnov Z		.630	.615
Asymp. Sig. (2-tailed)		.823	.843
a. Test distribution is Normal.			

Based on the result of testing the normality, it was found that the value of the significance reading motivation of the experiment group was 0.823 and the value of the and the value of the significance reading motivation of the control group was

0.843. It meant that the distribution of the data was normal because the value of the significance was greater than 0.05.

b. Testing the Homogeneity

The writer used SPSS 16.00 program to calculate the homogeneity used to know that data was homogenous or not.

The result of testing the homogeneity using SPSS 16.00 program were presented in the following table:

Table 4.13 Test of Homogeneity of Variances Pretest Experiment Group and Control Group

Test of Homogeneity of Variances			
Subjects			
Levene Statistic	df1	df2	Sig.
.204	1	69	.653

From the table output above can be known the pretest of experiment and control significance about 0.653. Because the value of significance higher than 0.05 so can be concluded that the data of both group have the same variance or homogeneity. Number of Levene Statistic showed that more lower the value so more higher the homogeneity of the data.

Test of Homogeneity of Variance Using SPSS 16.00 Test of Homogeneity of Variances Posttest Experiment Group and Control Group were presented in the following table:

Table 4.14 Test of Homogeneity of Variances Posttest Experiment Group and Control Group

Test of Homogeneity of Variances
Subjects

Levene Statistic	df1	df2	Sig.
10.920	1	69	.200

From the table output above can be known the posttest of experiment and control significance about 0.200 Because the value of significance higher than 0.05 so can be concluded that the data of both group have the same variance or homogeneity. Number of Levene Statistic showed that more lower the value so more higher the homogeneity of the data.

Test of Homogeneity of Variance Using SPSS 16.00 Test of Homogeneity of Variances Reading Motivation Experiment Group and Control Group were presented in the following table:

Table 4.15 Test of Homogeneity of Variances Reading Motivation Experiment Group and Control Group

Test of Homogeneity of Variances
subjects

Levene Statistic	df1	df2	Sig.
.000	1	69	.998

From the table output above can be known the reading motivation of experiment and control significance about 0.998. Because the value of significance higher than 0.05 so can be concluded that the data of both group have the same variance or homogeneity. Number of Levene Statistic showed that more lower the value so more higher the homogeneity of the data.

2. Testing Hypothesis

The writer used One - Ways Anova to test the hypothesis with significance level $\alpha = 0.05$. The writer used SPSS 16.0 Program to test the hypothesis using One - ways Anova. The criteria of H_0 is accepted when $F_{\text{value}} \leq F_{\text{table}}$, and the H_0 is refused when $F_{\text{value}} \geq F_{\text{table}}$. Then the criteria H_a is accepted when $F_{\text{value}} \geq F_{\text{table}}$, and H_a is refused when $F_{\text{value}} \leq F_{\text{table}}$. Or The criteria of H_0 was accepted when the significant value ≥ 0.05 , and H_0 was refused when the significant value ≤ 0.05 .

To make sure the manual calculation, SPSS 16.0 statistic program was conducted in this study.

Testing hypothesis anova using spss 16.00 program test of hypothesis anova of posttest experiment, control and result of reading motivation of experiment group were presented in the following table:

Table 4.16 Test of Hypothesis Anova of Posttest Experiment, Control and Result of Reading Motivation of Experiment Group

ANOVA

Subjects					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	110682.289	2	55341.145	282.717	.000
Within Groups	20161.984	103	195.747		
Total	130844.274	105			

Based on SPSS 16.0 statistic program calculation, the result showed that Degree of Freedom Between Group (DFb) = 2 and Degree of Freedom Within Group (DFw) = 103 ($F_{table} = 3.08$) and F_{value} was 282.717 It showed F_{value} was higher than F_{table} ($282.717 \geq 3.08$). So, H_0 was refused and H_a was accepted. There was significant differences among groups after doing the treatment, with $F_{value} = 282.717$ and the significant level was lower than alpha (α) ($0.00 \leq 0.05$).

Knowing that there was a significant difference among groups after doing the treatment, researcher needed to test the hypotheses. Because ANOVA was only to know that there was significant differences among groups, not to know where the differences among groups are, to answer problems of the study and test the hypotheses, the writer applied **Post Hoc Test**.

Testing hypothesis applied post hoc test using spss 16.00 program test of hypothesis applied post hoc test of posttest experiment, control and result of reading motivation of experiment group were presented in the following table:

Table 4.17 Test of Hypothesis applied post hoc test of Posttest Experiment, Control and Result of Reading Motivation of Experiment Group

Multiple Comparisons

Subjects
Tukey HSD

(I) code	(J) code	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	8.07460*	3.32118	.044	.1766	15.9726
	3	-64.25714*	3.34448	.000	-72.2106	-56.3037
2	1	-8.07460*	3.32118	.044	-15.9726	-.1766
	3	-72.33175*	3.32118	.000	-80.2297	-64.4338
3	1	64.25714*	3.34448	.000	56.3037	72.2106
	2	72.33175*	3.32118	.000	64.4338	80.2297

*. The mean difference is significant at the 0.05 level.

The criteria of H_0 is accepted when the significant value is higher than alpha (α) (0.05), and H_0 is refused when the significant value is lower than alpha (α) (0.05).

First, based on the calculation above used SPSS program of Post Hoc Test, experiment class of Posttest Experiment showed the significant value was lower than the alpha ($0.044 \leq 0.05$). It meant that there was significant effect of picture story book toward reading comprehension. Thus, H_a that state" there is significant effect of using

picture story book towards second graders' reading comprehension of SMPN-8 Palangka Raya "was **accepted** and H_0 that state there is no significant effect of using picture story book towards second graders' reading comprehension of SMPN-8 Palangka Raya was rejected.

Second, on the calculation above used SPSS program of Post Hoc Test, Experiment Group of students motivation showed the significant value (0.00) was lower than the alpha (0.05). It meant H_a that state "there was significant effect of using picture story book toward reading motivation of the students gave significances effect for experiment class in students motivation of the second grade students of SMPN-8 Palangka Raya" was **accepted** and H_0 that state effect of using picture story book toward reading motivation of the students at the second grade of SMPN-8 Palangka Raya was rejected.

Third, on the calculation above used SPSS program of Post Hoc Test, Experiment Group of significant effect of using picture story book toward reading comprehension and reading motivation of students showed the significant value (0.00) was lower than the alpha (0.05). It meant that there was significant effect of significant effect of using picture story book toward reading comprehension and reading motivation of students. Therefore, H_a that state "using picture story book toward reading motivation of the students gave significances effect for experiment class in students motivation of the second grade

students of SMPN-8 Palangka Raya “was **accepted** and H_0 that state using picture story book toward reading motivation of the students gave significances effect for experiment class in students motivation of the second grade students of SMPN-8 Palangka Raya was rejected.



C. DISCUSSION

The result of the data analysis shows that picture story book gave significant effect on the student's reading comprehension of the second graders of SMPN-8 Palangka Raya. The students who were taught using picture got higher than the result of pretest after were taught using Picture. To improve students' reading comprehension can be used the picture story book based on roslina. According roslina (2017, p. 217) The students who treated with pictures are more active because the presenting of pictures encourages students to know the meaning of the text. A picture story books conveys its message through illustrations and written text; both elements are equally important to the story (Rothlein and Meinbach on Umi Faizah, 2009, p. 252). It means that picture story book is one of simple media that easy for students in learning reading. It was proved by the difference the mean score between Pre-test and Post-test. The mean score of post-test reached higher score than the mean score of pre-test ($X=62.23 < Y=76.69$). It indicated that the students' score increased after conducting treatment. In other words, teaching reading by picture story book gave significant effect toward the students' reading comprehension.

The result of analysis showed there was significant effect picture story book towards reading comprehension and reading motivation of second graders of SMPN-8 Palangka Raya. It was shown that using picture was gave significant effect toward students' reading comprehension and

reading motivation the significant value was lower than alpha (0.00 lower ≤ 0.05).

It is suitable with the result of pre-test and posttest for Experiment and control Group. In the pre-test of experiment group there were 6 students who got *poor* predicate. There were 17 students that who got *fair* predicate. There were 9 students who got *fairly good* predicate. And the last, there were 3 students got *good* predicate. Then, in the pre-test score of control group there were 19 students who got *poor* predicate. There were 8 students who got *fair* predicate. There were 8 students that got *fairly good* predicate. There was 1 student who got score *good* predicate. Based on the result of post-test for experimental and control group.

In the posttest experimental, there was no student that got in *very poor* and *poor* predicate. There was no one student that got in *fair* predicate. There was 1 student who got *excellent* predicate. They were 22 students who got *good* predicate. There were 12 students who got *fairly good* predicate. In the control group, there were 16 students who got in *fair* predicate. There were 13 students who got *fairly good* predicate. There were 6 students who got *good* predicate. There was 1 of student that got *very good* predicate. There were several reasons why using picture is effective toward students' reading comprehension and reading motivation use:

First, by using picture can easy comprehend then reduce students stress when learning foreign language. The finding confirms Roslina,

Winda Mulia, Bayyini Rosyada, Jose Luis Rodriguez Chavarro, Y. Nirmala and Ika on the chapter 2 page 13 that picture story books could improve students' reading comprehension. In other hand, the writer is being hold that that picture story books not only improve students' reading comprehension but also encourage students' attitudes as well as students' morality. And picture story books can stimulate students' imagination, motivation and creativity.

This contrast confirm Ching-Yuan Hsiao & Pei-Yu Shih on chapter 2 page 13 the teaching picture book were used in the development of activities centered around educating children on the environment. And using picture book to investigate whether instruction with picture books influenced children's understanding of the importance of saving natural resources.

Second, the finding confirms Seli Marsela on chapter 2 page 15 the students' motivation has moderate effect in reading comprehension achievement. It means that there are other factors, which influence students' reading comprehension achievement besides motivation such as intelligence, attitude, interest, language-learning strategies etc. The calculation above used SPSS program of Post Hoc Test, the result showed significant value was higher than alpha ($0.000 \geq 0.05$). It meant that there is different effect between score reading comprehension and reading motivation. Therefore, H_a that state there is significant effect of picture story book towards reading comprehension and reading motivation second

grader of SMPN-8 Palangka Raya was accepted and H_0 that state there is no significant effect of picture story book toward reading comprehension and reading motivation of second grader of SMPN-8 was rejected.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to give conclusion and suggestion to the result of the study. The conclusion of the study was the answer of problem of the study that found the based on the result of data analysis. The suggestion are expected to make better improvement and motivation for students, teachers, and researchers related to the teaching learning process of reading skill.

A. Conclusion

Based on the calculation using T-test, the result showed:

1. There was significant effect of picture story book towards reading comprehension second grader of SMPN-8. It was shown that the result showed the significant value was lower than alpha ($0.044 \leq 0.05$). It meant that the use of picture effective toward reading comprehension second grader of SMPN-8 Palangka Raya.
2. There was significant effect of picture story book towards reading motivation second grader of SMPN-8 Palangka Raya. It was shown that the result showed the significant value was lower than alpha ($0.00 \leq 0.05$). It meant that use of picture effective toward reading motivation second grader of SMPN-8 Palangka Raya.
3. There was significant effect of picture story book towards reading comprehension and reading motivation second grader of SMPN-8 Palangka Raya. It was shown that the result showed the significant value

was lower than alpha ($0.00 \text{ lower} \leq 0.05$). It meant that use of picture effective towards reading comprehension and reading motivation second grader of SMPN-8 Palangka Raya.

B. Suggestions

Based on the result, the writer suggest that all teacher should be used picture to make the process of teaching learning process more interesting and fun. It aims to avoid the student's boredom and to attract the student's motivation to learn more about English, especially reading skill. It causes the form of English picture story book is fun and easy to understand.

1. Students

The result of the study shown that the score all of the students in class experiment was increase score on reading comprehension in post test after treatment with picture story book. So, the writer suggest for the students to read more and improve their reading comprehension.

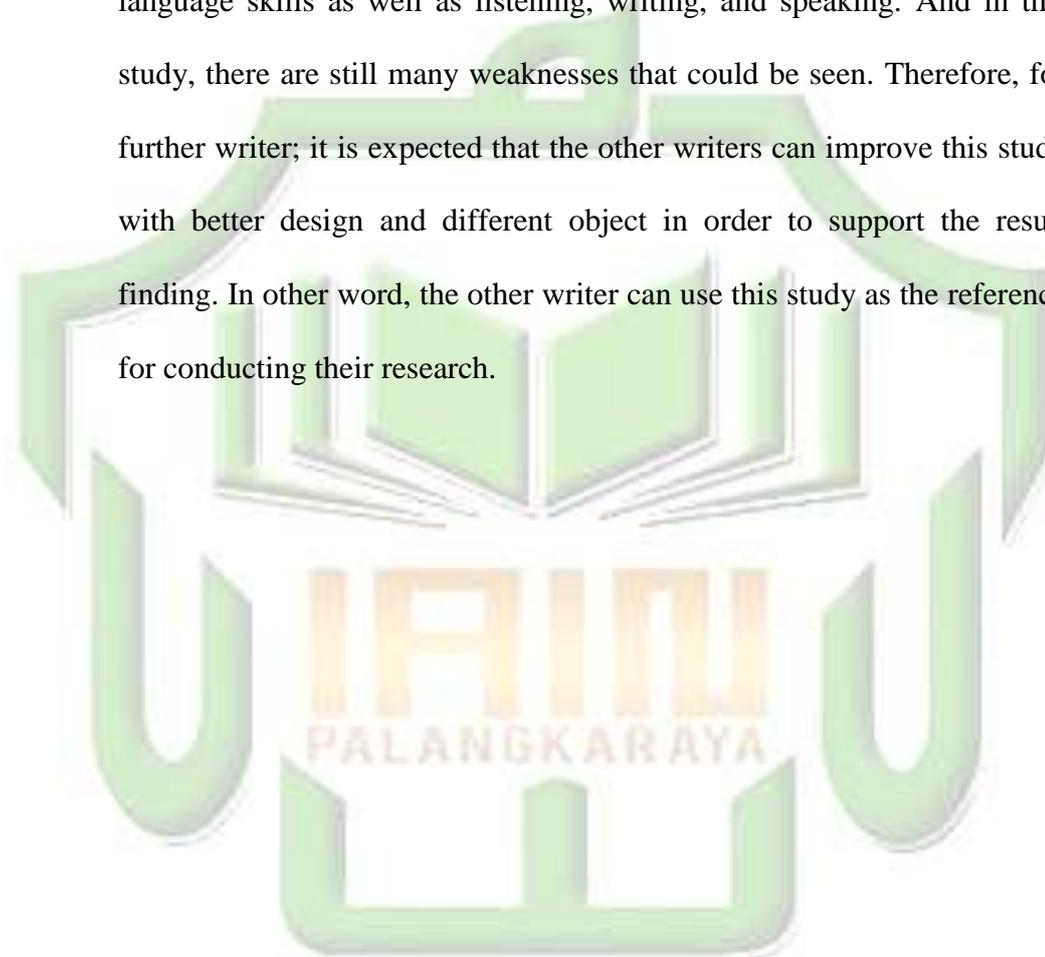
2. English Teachers

The writer suggests for the teachers to use picture story book in teaching reading skill. It aims to make the students more active in learning process and help the students to understand of what a word may mean.

3. Future Researchers

The writer suggests for next researchers to compare picture story books to other teaching materials in order to consider which one provides more gains for the improvement of the English reading comprehension of

students. Then, for next researchers can be used other kinds of picture story book, not only using fiction but other kinds like Historical, Information, Biography, Foklore and Real Stories. The result of this study is only focused the application of picture story books in reading. It would be valuable if picture story books being applied into other language skills as well as listening, writing, and speaking. And in this study, there are still many weaknesses that could be seen. Therefore, for further writer; it is expected that the other writers can improve this study with better design and different object in order to support the result finding. In other word, the other writer can use this study as the reference for conducting their research.



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