THE USE OF PICTURE BOOKS IN TEACHING LITERACY TO THE NINTH GRADE STUDENTS AT SMP UNISMUH MAKASSAR

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<td>The objective of the research is to know whether or not there is a significant difference for the ninth grade students at SMP Unismu Makassar before and after taught by picture books in teaching literacy. Data collection was based on the tests, and the researcher used a pre-experimental design with one group for the pre-tests and post-tests. This study's sample consisted of thirty-three students from IX A class. Purposive sampling was used to collect the sample. Based on the finding of the research, the researcher was found there was significant difference in teaching literacy focused on reading comprehension to the ninth grade students at SMP Unismu Masassar. The sample was drawn using the purposive sampling technique, as evidenced by the post-test mean score of 83.2% being higher than the pre-test mean score of 61.3%. It was demonstrated by the fact that the t-test value (18.456) was greater than the t-table value (1.694).</td>
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</tbody>
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INTRODUCTION

Individual could reach their goals, enhance their understanding and potential, and contribute actively in their communities and wider society by becoming more literate (Zue, 2020). Literacy is the term commonly used in educational literature to describe the knowledge not only given a certain style of language usage, but it may also deepen and deepen students’ knowledge and experience with human issues.
Breadmore et al (2019) points out that literacy involves both word-level abilities such as word reading and spellling as well as text-level abilities such as reading comprehension and writing production. These abilities are used almost every aspect of daily life.

As a result, low literacy has a negative influence on all aspects of life. By this, it can be inferred that students have the skills to communicate what they have learned and have known to others. Students need good auditory and oral skills before they can become successful readers in any language.

Literacy is characterized by having the capability to identify, understand, interpret, generate, communicate, and compute using printed, written, and visual materials related to varied situations (Zua, 2020). As a result, being literate entails being able to employ a variety of abilities to grasp, develop knowledge, and express ideas.

Reading is an inseparable part of literacy. Students can acquire information that will be particularly valuable in life through reading activities. Okhasa (2004) pointed out that for students to read fluently and comprehend the information and meaning in the text in addiction to do either, reading literacy requires the students to concentrate their attention. Hassanzadeh (2019) specified that literacy is the capability to understand and apply the written form of language that is required by society or valued by particular. Therefore, reading ability have to be mastered before mastering the other literacy.

Although reading is very useful in language studies but there are many problems found in teaching and learning activities. This is due to two things, teachers and students. The teacher frequently has difficulties in teaching the students to understand reading texts and determining what methods may be used to create an engaging learning environment for the students. Meanwhile, the students frequently struggle to comprehend the content of the text.

According to Brown (2004), using a diversity of media will boost the likelihood that students will understand what they learnt while improving the students' ability that are expected to improve. A picture is one of the many types of learning tools that could be used to teach lessons. According to Armer (2001), pictures have been used as a variety of teaching aids to develop students' understanding of language meaning, to engage students in a subject, or as the foundation of an entire activity. According to Matulka (2008), a good picture series in a story connects the readers to the pictures and generates the impact of the pictures. The story and the images work together to tell the story. According to the above explanations from
several experts, reading literacy is a type of activity in which someone sharpens their brain in order to gain a better understanding of a text's content and broaden their horizons, particularly through the use of picture books, which will aid in the reading comprehension process of students. Thus, the researcher interested to conduct a research entitled “The Use of Picture Books in Teaching Literacy to Nine Grade Students at SMP Unismuh Makassar” aims to fill out the gap in the research area of teaching literacy.

RESEARCH METHOD

The researcher applied a preExperimental design with one group pre-test and post-test data, to determine whether or not there is a significant difference in teaching literacy to ninth grade students at SMP Unismuh Makassar before and after using picture books. A reading test was used as the research instrument. This study collected data using the SPSS 24 application version.

RESULT AND DISCUSSION

A. Result

<table>
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<th>Number of student</th>
<th>goal</th>
<th>The students’ mean score</th>
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<tbody>
<tr>
<td>33</td>
<td>Literal Reading</td>
<td>Pre-test</td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
<td>61.3</td>
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The mean scores of the students’ reading comprehension focused on literal are 61.3 and 83.2, respectively, as shown in Table 1. The investigation of the pre-test score.

![pre-test](image-url)
According to the figure above, most of students’ score in reading comprehension in this case produce text were in fairly category, which were 21 students. 9 students were in good category and rest of them (3 students) were in very poor category.

1. The Analysis of The Post-Test Score

![Post Test](image)

*Fig 2. The Classification and Rates Percentage of Students post-test*

The graph above depicts the scores of the treated students, with two students in the excellent category, thirty in the good category, and one in the very poor category.

2. Significant Testing

![T-test and T-table](image)

*Fig 3. Distribution the Values of T-Test and T-Table*

The figure above presented that the T-Test value (18.465) was higher over the T-table value (1.694). As a result, the statistical hypothesis of HI was accepted while the statistical hypothesis of HO was rejected. This means that using picture books in the learning process can improve students' reading comprehension.
CONCLUSION

According to the findings and discussion in the previous chapter, the researcher drew the conclusion that the used of picture book in teaching literacy focusing on the students’ reading comprehension at SMP Unismuh is effectively improve Students' literal reading comprehension of details or specific information. Experimental class students at SMP Unismuh Makassar can get used to questions related to making inference and their ability to answer reading comprehension improves and this can be seen from the change in students ‘mean score before and after treatment from 61.3 to 83.2.

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