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

Bau Sarah Samirah[1], Nur Qalbi[2], Dzur Rif'ah Mahmudah[3]

[1,2,3]*Universitas Muhammadiyah Makassar, Indonesia*

ARTICLE INFO	ABSTRACT
	The objective of the research is to know whether or not there is a significant difference for the ninth grade students at SMP Unismuh 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 reserach, the researcher was found there was significant difference in teaching literacy focused on reading comprehension to the ninth grade srudents at SMP Unismuh 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) *This is an open access article under the CC BYSA license*

Corresponding Author:
Bau Sarah Samirah
English Education Department,
Universitas Muhammadiyah Makassar,
259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.
Email: **sarah105351127716@bg.unismuhmakassar.ac.id**

INTRODUCTION

Individual could reach their goals, enchance their understanding and potensial, and contribute actively in their communities and wider society by becoming more literature (Zue, 2020). Literacy is the term commonly used in educational literature to describe the knowledge not only given a certain style of language usege, but it may also deepen and deepent students' knowledge and experience with human issue.

Breadmore et.al (2019) points out that literacy involves both word-level abilities such as word reading and speeling 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 pre-experimental 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 1. Reading comprehension pre-test mean score of students

Number of student	goal	The students' mean score	
		Pre-test	Post-test
33	Literal Reading Comprehension	61.3	83.2

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.
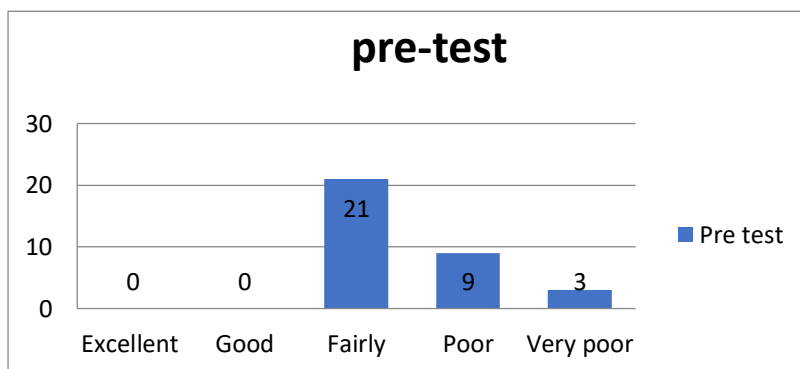

Fig 1. The Classification and Rates Percentage of students' Pre-Test

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.
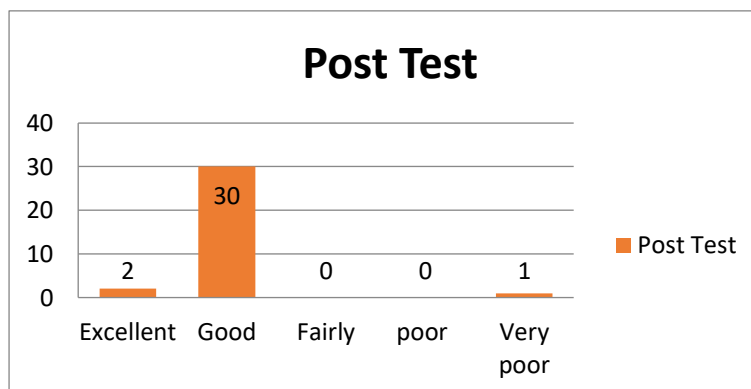
1. The Analysis of The Post-Test Score

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.

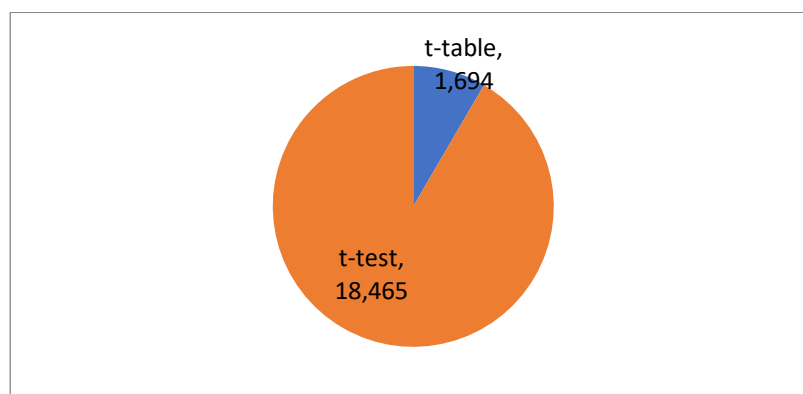2. Significant Testing

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.

REFERENCE

Alaca,V.I. 2019. *Materiality in Picturebooks: An Introduction*. Koç University, İstanbul, Turkey.

Akyol, T. 2021. *A Journey to The Values With Picture Book: A Research On The Value Acquisition Of Young Children*. International online journal of education and teaching (IOJET).

Ardhian, T., Ummah, I., Anafiah, S., & Rachmadtullah, R. 2020. *Reading and Critical Thinking Techniques on Understanding Reading Skills for Early Grade Students in Elementary School*. International Journal of Instruction, 13(2), 107-118.

Arnold, W.H. 2009. *'Ensuring reading is pleasurable for YL' in Spring 2009 Children and Teenagers CATS*. UK: IATEFL YLT SIG.

Batic, J. 2021. *Reading Picture Books in Preschool and Lower Grades Of Primary School*. CEPS Journal.

Biale, Z. 2021. *Literacy: Gateway to a World of Exploits*.Australian International Academic Centre PTY.LTD.

Bintz, W.P. 2011. *"Way-In" books encourage exploration in middle grades classrooms*. The Middle School Journal, 42(3), 34 – 45.

Brassell, D., and Rasinski, T. 2008. *Comprehension that works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. CA:Shell education.

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. 2019. *Literacy Development: Evidence Review*. London: Education Endowment Foundation.

Brown, H. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson/Longman.

Cameron, L, 2001. *Teaching Language to Young Students (Press Cambridge)*. Cambridge University.

Ciecierski, L. & Bintz, W.P. 2015. *Developing a challenging and integrated curriculum.* Middle School Journal 46 (5), 17 – 25.

Crawford, P. A. & Hade, D. D. 2000. *Inside The Picture, Outside The Frame: Semiotics And The Reading Of Wordless Picture Book.* Journal of Research in Childhood Education.

Depdikbud. 2017. *Penilain Hasil Belajar Oleh Satuan Pendidikan.* Retrieved from https://pmsk.kemdikbud.go.id/konten/2205permendikbud-nomor-3tahun2017-tentang-penilain-hasil-belajar-oleh-satuan-pendidikan.

Erbasan, O., & Erbasan, U. (2020). *The Process Of First Literacy Teaching Of Classroom Teachers Problem.* Journal of Native Language Education, 8(1), 113-125.

Fraenkel, J.R & Wallen, N.E. 2009. *How to Design and Evaluate Research in Education (7ᵗʰ ed).* New York. McGraw-hill.

Gay, L.R. 1981. *Educational Research Competencies for Analysis and Application.* Columbus: Merril Publishing Company.

Gilbert, L, Teravainen, A, Clark, C. & Shaw, S. 2018. *Literacy and Life Expectancy.* http://cdn-literacytrust-production.s3.amazonaws.

Gnambs, T. 2021. *The Development Of Gender Differences In Information And Communication Technology (ICT) Literacy In Middle Adolescence.* Computers in Human Behavior, 114, 106-533.

Goestina. 2016. *The Effect of Explicit Instruction Strategy to Increase Reading Comprehension at the Eleventh Grade Students of SMA Pesantren Putri Yatama Mandiri Kabupaten Gowa.*

Gray. 1984. *On Their Own In Reading. Scott Foresman.* Inc. Chicago.

Harmer. J. 1995. *The Practice Of English Language Teaching.* London : Longman

Hassanzadeh, S. 2019. *Reading Literacy Development of Deaf Students in Special School in Iran.* International Journal of Speacial Eduaction, 345.

Jalongo, M.R., Dragich, D., Conrard, N.K., & Zhang, A. 2002. *Using wordless picture books to support emergent literacy.* Early Childhood Education Journal, 29(3), 167-177

Klingner, J.K., Vaughn, S. and Boarman, A. 2007. *Teaching Reading Comprehension to students with Learning Difficulties.* New York: The Guilford Press

Lee, H. 2015. *Using Picture Books in EFL College Reading Classrooms.* Reading Matrix: An International Online Journal, 15(1), 66-77.

Matulka, D. I. 2008. *A Picture Book Primer: Understanding and Using Picture Books.* Greenwood Publishing Group.

Mukhsina, S. 2017. *A Comparative Study Between Picture Books And Dra Strategy On Reading Comprehension of The Second Year Student At Islamic Junior High School YIPI Plus Pekanbaru.*

Murphy, P. 2009. *Using picture books to engage middle school students.* Middle School Journal, 40, 20 – 24. Paige, D. D., Rasinski, T. V., &

Okasha, M. A. 2020. *Using Strategic Reading Techniques for Improving EFL Reading Skills.* Arab World English Journal, 11 (2) 311 -322 .

Owens, R.E. 2005. *Preschool development of language form.* In Languange Development: An introduction. (6th Ed.). Boston, MA: Pearson Education.

Pantaleo, S. 2007. *"How could that be?": Reading Banyai's Zoom and Re-Zoom.* Language Arts, 84(3), 222-233

Ramos, A.M., & Ramos, R. 2011. *Ecoliteracy Through Imagery: a Close Reading of Two Wordless Picture Books.* Children's Literature in Education, 42, 325-339.

Restanto, M. 2016. *The Use of Picture Book in Teaching Reading for Junior High School Students.* Journal of English and Education, 4(2), 49-62.

Roozafzai, Z. 2012. *The Role of Comic Reading Materials in Enhancing the Ability to Read in EFL.* Journal On English Language Teaching, 2(3), 7-15.

Ruddell, R.B., & Rapp-Ruddell, M. 1994. *Language Acquisition and Literacy Processes in Theoritical Models and Processes of Reading. (4th Ed.).* Edited by R. Ruddell and H. Singer. Newark: International Reading Association

Sugiyono. 2016. *Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif, dan R&D).* twentieth three Edition, Indonesia.

Yasmin, F.N. 2018. *The Effectiveness Of Using Picture Books On The Second Grade Students' Reading Ability In Junior High School 3 Kedungwaru Tulungagung.*

Zua, B. 2020. *Literacy: Gateway to a Wold od Exploits.* International Journal of Education and Litercy Studies, 9(1), 96-104.

Zulela., & Rachmadtullah, R. 2018. *Constructivism approach in learning to write narrative at elementary school.* 1st International Conference on Innovation in Education (ICoIE 2018), 287–290.