THE IMPLEMENTATION OF
PICTURE STORYBOOK TO IMPROVE
READING COMPREHENSION FOR YOUNG EFL LEARNERS

Undergraduate Thesis

By

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FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

THE IMPLEMENTATION OF PICTURE STORYBOOK TO IMPROVE

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This research investigates the implementation of Picture Storybook in improving young EFL learners reading comprehension at SDN 1 Kotakarang, Bandar Lampung. Recognizing the challenges that many young learners face in reading comprehension, the use of visuals and narratives in picture storybooks is anticipated to engage young learners, making the learning process enjoyable and effective. The study adopts a quantitative pre-test post-test design with two classes—Class VA as the tryout class and Class VC as the experimental class. The primary objectives of the research are twofold: (1) to examine if there is a significant improvement in students' reading comprehension after being taught through a Picture Storybook, and (2) to identify which aspects of reading comprehension improves the most after the implementation of a Picture Storybook. Data collection involves a multiple-choice reading comprehension test, with the analysis conducted through a repeated measure t-test in SPSS. The pre-test and post-test average scores demonstrate an improvement in reading comprehension through the Picture Storybook. The pre-test average of (46) exhibits a substantial increase in the post-test average of (71). The computed t-count value (8.415) surpasses the critical t-table value (2.056) with a 2-tailed significance of 0.000, which is lower than 0.05, indicating the acceptance of H1. Furthermore, the highest improvement in the aspect of reading comprehension is identified as "identifying references," with a gain increase of 0.09166. The findings underscore the efficacy of the Picture Storybook in enhancing reading comprehension skills among young EFL learners, particularly in the aspect of identifying references. This research contributes valuable insights into innovative pedagogical strategies for improving reading comprehension in young learners.

Keywords: Picture storybook, reading comprehension, young EFL learners

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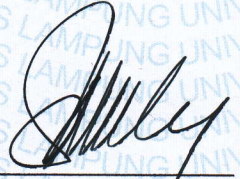
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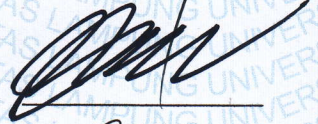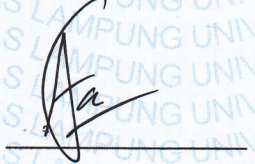
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 7 Januari 2024

Yang membuat pernyataan,

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CURRICULUM VITAE

Tiara Zahra Angelina Usman was born in Bandar Lampung on Januari 1st, 2002. She is the first of three children of the affectionate couple, Usman, S.E, M.M., and Irawati.

She began her education at TK Pertiwi and continued to elementary level, SDN 1 Sukaraja. She went to SMPN 1 Gedong Tataan in 2016 and ended up at SMAN 1 Gadingrejo then graduated in 2020. At the same year, she was accepted at the University of Lampung in the English Education study program through SNMPTN. Throughout her college journey, she has been actively involved in various campus activities and organizations. As a member of the English Education Student Association, she started contributing as a Human Resources Development (HRD) Staff before later becoming an Education Staff and taking on the role of the Person in Charge (PIC) for the event "volunSEEDS: Fun learning with children."

In addition, she has been an active member of the English Education Debating Club, where she has achieved several accolades in debating competitions. Some of her achievements include winning the English Debate Competition at the 54th FKIP University of Lampung Dies Natalis (2022), being named the Best Speaker in the same competition, and securing the first position in the NUDC University Selection (2022). Other accomplishments include being part of the Best Novice Team in the National Scale Debate Competition at LOVE-Comp (2022) and ranking fifth as the Best Novice Speaker in the same competition.

Beyond academic pursuits, she is also engaged in various community activities outside the campus. She is a member of Kejar Mimpi Lampung and Traditional Games Return Campaign, and she successfully reached the finalist stage as the *Duta Baca* of the University of Lampung in 2023. She also contributes as a member of the Task Force for the Prevention and Handling of Sexual Violence at University of Lampung. Her organizational and leadership experiences extend to the Hult Prize at the University of Lampung, where she serves as a General Board member. Additionally, she has participated as a judge in various debate competitions, such as the Online English Debate Competition and the English Debate Competition at the 55th FKIP University of Lampung Dies Natalis (2023), as well as the English Debate Competition at E-Comp (2023).

She really enjoyed her experience during Community Service Program (KKN) at Kampung Binakarya Sakti, Central Lampung in 2023. Furthermore, she participated in the Indonesian Ministry of Education, Culture, Research, and Technology program called *Kampus Mengajar* in which she had the opportunity to teach and help in developing school activities at SDN 1 Kotakarang for five months

MOTTO

"It Doesn't Matter How Strong the Opposition Is. It Doesn't Matter How Fearsome the World Is, It Doesn't Matter How Cruel the World Is. Fight!"

(Eren Yeager of Attack on Titan by Hajime Isayama)

DEDICATION

In the divine name of Allah Subhanahu WaTa'ala, The Most Beneficent, The Most Merciful, whose blessings consistently enrich the researcher's life. She sincerely dedicates this modest undertaking to her dear parents, siblings, relatives, friends, esteemed lecturers in the English Department, the alma mater—University of Lampung, as well as all dedicated teachers, and also to her own self.

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Indeed, without any supports, helps, and encouragement from open-handed people, never will the researcher accomplished her undergraduate thesis. Thus, the researcher would like to express her sincere gratitude and deep respect to:

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The researcher realized that this thesis still has some weaknesses. Therefore, she is open to any criticism and suggestion. Hopefully this undergraduate thesis would give a positive contribution to the educational development or for further research.

Bandar Lampung, 7 January 2023

The writer,

Tiara Zahra Angelina Usman

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I. INTRODUCTION

Some of the points made in this chapter are based on earlier study findings. It includes background, research questions, objectives, uses, scope, and definition of terms.

1.1 Background

Almost every field, including business, medicine, education, and the sciences, uses English as its primary language (Rao, 2019). Reading, writing, speaking, and listening skills should all be taught when studying English. One of the most crucial skills is reading. The foundation for mastering various academic subjects is the ability to read (Lerner, 1989). According to Traves (1994), reading is a crucial skill for learners. It is defined as having the capacity to determine meaning from printed material and evaluate it successfully (Grabe & Stoller, 2002, p. 9). We can learn new things through reading to advance our careers and interpersonal relationships. The critical thing to note in reading activities is a person's ability to understand the meaning of reading comprehensively, or what is known as reading comprehension ability. Understanding written language is referred to as comprehension. It is different from the ability to recognize words. The goal or objective of reading is comprehension; it is only achieved by recognizing words on a page and knowing what they mean.

Moreover, young learners who read frequently acquire the higher-order thinking abilities required by the new standards and a passion for reading and education.

They become more upbeat and picture a world where they can rise above and realize their goals through reading. For instance, a teacher might assign a text for a student to read. Students can read the entire chapter, but when asked to explain what was read, they cannot do so. What is read gains meaning when it is understood. According to Pardo (as cited in Snowball, 2005), understanding a text involves readers engaging with it to create meaning using a combination of information from the text, past knowledge and experience, and their perspective on the text. This process is known as comprehension. When used to succeed in education, the job, and daily life, reading activities may be happy, enjoyable, and instructive. If young learners at early school age cannot learn to read immediately, they will experience difficulties learning various fields of study in subsequent classes. If they do not understand what they read, young learners will grow up in an academic environment (school) that requires them to read much literature. Young learners are forced to read books with difficulty because they do not understand the meaning. Because they need help understanding, their academic scores are not in line with expectations; they are even labeled incompetent; this shows that reading skill is one of the supporting factors for students' success in achieving their learning goals.

Furthermore, Liliani's (2016) research at SD Negeri Bangunrejo 2 proves that students have difficulty interpreting the text they read even though it is written in their mother language, Bahasa Indonesia. This is because the reading text needs to be simplified to understand, the ability to remember and concentrate still needs improvement, and the students have low reading interest (Liliani, 2016). This can happen because, since childhood, they are not accustomed to reading books. According to Steinberg (as cited in Dhieni et al., 2005), teaching reading to young learners is essential. By reading, young learners can fulfill their curiosity, create

familiar and conducive situations, and learn something easily and quickly. Reading activities can make young learners think more critically and analyze the problems presented in what they read.

However, the newspaper "Pikiran Rakyat," published on March 17, 2017, stated that based on the "Most Littered Nation in the World" study conducted by Central Connecticut State University in 2016, Indonesia is ranked 60th out of 61 countries regarding reading interest. At the basic education level, young learners' reading habits are still low (Putra, 2008, p. 131). In reality, it takes work to persuade young learners to love reading. Prasetyono (2008, p. 21) states that young learner's low interest in reading is caused by several things, such as the title and contents of the book, which are less attractive.

On the other hand, the challenge for an English teacher in teaching reading comprehension is how young learners can understand reading in a foreign language. Even using their mother language, they still have difficulty understanding the text. In the golden age of child development, teachers and parents try to stimulate it with various general knowledge. Introduce young learners to the unlimited variety of the world, and it can be done with reading activities; as stated by Nomleni & Manu (2018, p. 219-230), media and teaching aids developed by teachers can improve students' ability to understand concepts. The simulation process must be fun because young learners tend to be more interested in something that is not monotonous and boring (Romini & Harefa, 2020). For example, it is like reading a book whose contents are only text that makes young learners undoubtedly feel bored and not enthusiastic to continue reading. To make reading a hobby, one has an interest in reading (Wijaya, 2014). If someone is not interested in reading, then someone will not be fond of reading.

A pile of reading material was handed to them, none of which they would touch, let alone read. This also occurs in school-age children, where play activities dominate their daily activities. Teachers need to innovate activities during the learning process to solve the problem of lack of reading interest and reading comprehension in these conditions, and using picture storybooks as media is expected to increase young learners' reading interest.

Furthermore, picture storybooks are another example of product development that can be done continually for early childhood. Picture storybooks are a work in progress that combines text and visualization-based pictures in a book format. According to Crowther (1995), storybooks are reading textbooks that are made for the learning process. While pictures have benefits, including attracting attention and being unique, abstract things can be clarified and illustrate a process (Hackbarth in Uno, 2011, p. 128). The pictures will make it easier for young learners to imagine the content and storyline. Thus, pictured storybooks are books that are interrelated between pictures and texts, which are the unity of a story (Mitchell, 2003, p. 87). According to research by Fajarina and Daristin (2022), pictured storybooks can help young learners become more interested in reading and help them with their reading difficulties. Also, it allows them to become better readers and voice their opinions on the stories they have read. A picture storybook with few words is a good learning tool to stimulate young learners' interest in reading. Striking colors will stimulate young learners' interest in reading and arouse their curiosity. Moreover, the books they read are written in foreign languages, so even though young learners have difficulty interpreting the text in their mother language, they can still understand it through the pictures and try to guess what vocabulary is used to interpret the illustrations.

To conclude, using picture storybooks is expected to help young learners improve their reading interests and comprehension. Related material is provided during the lesson to maximize student exposure and practice. Next, the students' reading results are further examined to see if there is an improvement in their reading interest and reading comprehension. The difference between the previous research and this study is that the researcher tried to conduct a new investigation by combining the topics using a quantitative approach.

1.2 Research Questions

In line with the problems above, the researcher specified the following research question:

1. Is there any significant improvement in EFL young learners' reading performance before and after being taught through picture storybooks?

2. Which aspect of reading comprehension improves the most after they are taught through picture storybooks?

1.3 Objectives of The Research

Referring to the problems and research questions above, the purpose of the research is as follows:

1. To determine whether there is any significant improvement in EFL young learners' reading performance through picture storybooks.

2. To know which aspect of reading improves the most after they are taught through picture storybooks.

1.4 The Uses of The Research

1. Theoretically, it can support the previous studies that prove the effectiveness of implementing reading-picture storybooks for EFL young learners.

2. Practically, it may help English teachers to provide sufficient material and activity in teaching reading to EFL young learners by using picture storybooks.

1.5 The Scope of The Research

This research uses a quantitative approach to examining the data. It is focused on implementing picture storybooks to improve young learners' reading comprehension at class VC SDN 1 Kotakarang. The researcher provides the materials and activities through picture storybooks concerning the arranged lesson plan for teaching the subject, especially reading comprehension. Moreover, the researcher arranged the reading comprehension tests by asking the students to answer the tests about the picture storybook they had just read. The students' works are assessed using reading comprehension aspects afterward. Therefore, the research participants are young learners in grade fifth at SDN 1 Kotakarang. The latter is interested in reading Bahasa Indonesia storybooks but needs help understanding the text they have just read and are also unfamiliar with reading English books. The picture storybooks used in this study are fairytales.

1.6 Definition of Terms

1. **Reading**

Reading comprehension is the capacity to comprehend written material, understand what is being read, and acquire meaning from the text. (Healy, 2002).

2. Picture Storybooks

A picture storybook is one in which the illustrations are as significant as the words in carrying the story and have conventionally been 32 pages. (Kennedy, 2016).

3. English Foreign Language

English Foreign Language is the study of English by those who reside in regions where it is not the primary language of communication (Gebhard, 2006).

4. Young Learners

Young learners are young learners under seven years old and those aged seven to twelve (Slatterly & Willis, 2001).

Those are the background, research questions, objectives, uses, scope, and definition of terms used in this research. The following chapter goes into further detail about the theories.

II. THEORETICAL FRAMEWORK

This chapter is provided by some theories which are discussed in a framework. It consists of previous studies, the concept of reading comprehension, aspects of reading comprehension, the process of reading comprehension, the concept of young learners, teaching reading to EFL young learners, the concept of picture storybooks, advantages and disadvantages, teaching reading through picture storybooks, procedures of teaching reading through picture storybooks, theoretical assumption, and hypotheses.

2.1 Previous Study

There are several studies dealing with the topic of this research. Accordingly, some relevant research concerning picture storybooks and reading comprehension are described further in the purpose of references for this research.

The first study is by Nurul & Abbas (2021). The researchers attempted to develop and test the feasibility and effectiveness of picture storybook as a media to teach reading comprehension. This study describes the analysis of the needs of students and teachers for the media picture storybook, and the effectiveness of picture storybooks on fifth grade students of SDN 01 Tunggak. By adopting a Research & Development method, the researcher's colleting the data of the need analysis by questionnaire, interview, and observation before designing the product which is picture storybook. Nevertheless, the study's results concluded that picture storybook media is effectively used to improve students learning outcomes, which is indicated by an increase in students' cognitive scores.

The second finding made by Jusmini (2017) pertains to using a picture storybook as an instructional tool for enhancing the reading comprehension abilities of first-year students at Senior High School 1 Bungoro. The research findings support the assertion that employing visual narratives, a picture storybook, is efficacious in instructing reading comprehension to these first-year students. Jusmini (2017) contends that the incorporation of picture storybooks in teaching can lead to an enhancement of students' reading skills, with a particular emphasis on their reading comprehension. The students' reading skills exhibited notable disparities before and after the introduction of the picture storybook. The post-test results surpassed the pre-test outcomes, thus underscoring the positive impact of integrating visual narratives into the English learning curriculum in fostering more effective reading instruction, especially in reading comprehension.

Additionally, in a study conducted by Roslina (2017), the impact of picture storybooks on students' reading comprehension was investigated. The research design encompassed an experimental approach, wherein two distinct groups were formed, namely an experimental group and a control group. Both groups underwent pre-test and post-test assessments. The results revealed an enhancement in the reading comprehension skills of students in both groups. However, the pretest mean score for the experimental group was 61.8, contrasting with the control group's mean score 46.4. Conversely, in the post-test, the experimental group displayed notable progress, with a mean score of 75.3, while the control group's mean score only reached 55.7. These findings indicate a significant improvement in the scores of students exposed to instruction via picture storybooks. The researcher concluded that, considering the comparison of mean scores and the progression from pretest to post-test in both the experimental and control groups, picture storybooks exert a positive influence on students' reading comprehension achievement.

Based on the previous studies above, the researcher intends to discuss the reading comprehension of young EFL students after being taught through picture story books by considering improving aspects of reading comprehension. Employing a quantitative research design, the study zeroes in on young learners, where the use of picture storybooks is deemed fitting. The choice of picture storybooks is apt due to their stimulating visuals and engaging narratives, aligning with the developmental needs of children. Consequently, this research seeks to provide deeper insights into the effectiveness of picture storybooks in enhancing reading comprehension among young learners.

2.2 Concept of Reading Comprehension

One of the four language skills in English is reading. Communication with others can be done through reading. Students can gain knowledge and information by reading that may be helpful to them, but being a competent reader is difficult, especially if the English literature is challenging. The students need better to understand the fundamental concepts of the reading text.

Reading is a process of negotiating meaning to the texts for comprehension, according to Brown (2004, p. 189). Reading is used here as a strategy or technique for studying a text. As asserted by Pang et al. (2003), reading comprehension encompasses the cognitive process of deriving meaning from words, sentences, and associated textual elements. This multifaceted process necessitates the engagement of perceptual and cognitive faculties. Readers employ their existing knowledge, lexical resources, grammatical competencies, and various strategic approaches to decipher and make sense of written content.

This signifies that reading constitutes a communicative interaction between the author and the reader, with the author's intent to convey information, emotions, concepts, and arguments. This intention is subsequently embedded within the written text, rendering reading a means to comprehend and interpret the conveyed content. Reading entails more than merely comprehending the language or the words. Reading involves thinking, not just translating. The reader must consider what the text implies to read English reading material effectively.

For Indonesian students, English is a foreign language. Students often need help understanding the meaning or concept of text. Since understanding a reading text requires strong competency in word, phrase, and content meaning, the most crucial requirement is understanding the writer's thoughts. The process of reading comprehension involves the act of reading with the primary objective of constructing understanding (Tarchi, 2017). Students need help understanding English texts because it is a foreign language. Because they cannot comprehend and analyze the meaning of words and sentences, many readers need help understanding the author's point. In order to grasp the author's point of view, the reader must pay close attention while they read.

According to Siahaan et al. (2022), there are two types of elements that can affect reading comprehension difficulty: internal and external factors. Lack of familiarity with the reading material, difficulties applying reading strategies, issues recalling information after reading, relatively limited vocabulary knowledge, and lack of fluency are five internal variables contributing to students' difficulties with reading comprehension. In comparison, two outside factors—the home and school environments—caused problems with reading comprehension.

Based on the description provided, the researchers conclude that reading comprehension involves the cognitive process of comprehending and assimilating the content, along with all pertinent information about the subject matter presented within the text.

2.3 Aspects of Reading Comprehension

According to Nuttal (1982), students should be able to understand a text well in five aspects of reading comprehension: determining the main idea, finding specific details, making inferences, identifying references, and understanding the meaning of vocabulary. These elements are considered obstacles to the student's understanding of the text.

1. Determining the main idea

    Students are expected to identify the text's main idea. Therefore, they should be able to understand the topic that it discusses. A paragraph's main idea is the author's message in the text. It is frequently stated explicitly or indirectly. A paragraph's first and last sentences are frequently used for the main ideas. A summary of the information in the paragraph and its relationship to the information in the paragraph after it can serve as the main idea.

2. Finding specific details information

    The students must locate every detail or idea in the text to find the exact information. Questions with specific informational components, such as reasoning, purpose, result, comparison, identification, time, and amount, the majority of which have answers in the text

3. Making inferences

The students are expected to understand the text to determine the statements' conclusion before drawing any inferences. Drawing conclusions based on information that has been inferred rather than explicitly given is known as inference, and it is a crucial reading comprehension skill. Inference requires the reader to draw conclusions from the text and make future predictions.

4. Identifying references

According to Rainbolt and Dwyer (2011), reference is the relationship between one grammatical unit, typically a pronoun, and another, typically a noun or noun phrase. One of the demonstrative pronouns in a reading text is reference, which is used in reading comprehension. It, us, they, this, and other pronouns can be demonstratives.

5. Understanding the meaning of vocabulary

Vocabulary is another crucial aspect of reading comprehension that language learners will struggle with, according to Hedge (2000, p. 193). By linking the meaning of unfamiliar words in the read text, the student's ability to figure out the word's meaning might be improved.

The aspects stated by Nuttal (1982) above are used to examine students' reading comprehension to get their test scores. However, the teacher needs to apply those aspects in the teaching process. Hence, the students should consider those aspects as their reading comprehension standard during learning.

2.4 Process of Teaching Reading Comprehension

It takes quite a long time to comprehend a reading text as it involves several activities which come with the ability to conclude the idea or information of the

text. That is why several steps should be applied in learning reading in order to compose satisfactory work. Rumelhalt (1980), Carrell (1981), and Hudson (1982) as cited in An (2013) proposed the theory of the reading process, which explained the three phases of reading; pre-reading, while-reading, and post-reading.

1. Pre-reading

   Pre-reading is scanning the material to identify essential concepts before attentively reading a text or chapter from beginning to end. Pre-reading gives readers an overview, which can help readers to read more quickly and effectively. Pre-reading typically entails scanning the text's headings, subheadings, chapter introductions, summaries, study questions, and conclusions. Students can use pre-reading techniques to anticipate what they will read or hear by considering what they already know about a particular topic using their prior knowledge. Teachers can focus on a book's organization, teach new vocabulary or other concepts, look for the primary idea, and provide students with a reason for reading or listening before they even begin to read any material. Teachers can employ pre-reading techniques to pique students' interest in a text, which is the most crucial thing.

2. While-Reading

   In the while-reading phases, students participate in activities that help them concentrate on facets of the content and to understand the text better. These activities aim to help students read as they would if the content is written in their first language. During this phase, students are expected to be able to confirm predictions that they got in the pre-reading phases, gather info from the text, and organize info from the text.

3. Post-reading

   Students are encouraged to think about and respond to the texts they have read after finishing them. These exercises help students organize and remember what they have learned, which can be helpful in other languages and tasks like presentations or retelling. Additionally, the teacher encourages students to reflect on the content they have just read.

The three reading phases should be implemented to help the students achieve better reading comprehension skills. Those processes would be the guide for students to comprehend the text that they have just read.

2.5 Concept of Young Learners

Young learners refer to children typically ranging from preschool to elementary school age, who engage in the process of acquiring a second or foreign language. These formative years play a crucial role in shaping linguistic and cognitive development, making the study of young learners a focal point in educational research (Smith, 2018). Young learners exhibit distinct characteristics that set them apart from older language learners. Their cognitive abilities, social interactions, and emotional development intertwine with language acquisition, creating a unique context for language learning (Johnson, 2016). Understanding the cognitive and socio-emotional aspects of young learners is essential for designing effective language learning programs tailored to their specific needs (Brown & Lee, 2020).

Meanwhile, young EFL learners specifically pertain to children engaged in the process of acquiring English as a Foreign Language (EFL) within non-English-speaking environments. The challenges and opportunities associated with teaching

English to young learners differ significantly from those faced by educators working with older language learners or native speakers of English (Richards & Rodgers, 2019). Research in the field of Young EFL learners delves into various aspects such as age-appropriate teaching methodologies, language exposure, and the integration of technology in language instruction (Jones, 2021). The effectiveness of these approaches is examined in the context of the unique challenges posed by teaching English to young learners, with a focus on fostering language proficiency and positive attitudes toward language learning (Brown, 2017).

2.6 Teaching Reading Comprehension to Young EFL Learners

Teaching young learners versus adults is different. Klein (2005, p. 12) notes that young learners have the propensity to alter their moods every two minutes and have difficulty being still. However, they exhibit a stronger drive than adults to do activities that they find appealing. According to Ashworth and Wakefield (2005, p. 3), all young learners are eager to learn the language. In addition, Harmer (1985; cited in Sosiowati, 2003) notes that young learners are naturally curious, eager to get their teachers' favor, get bored rapidly, and dislike sitting still for an extended period. Nevertheless, students are more likely to be motivated when they receive praise and recognition from their teachers. Engaging them in activities that their teachers value and finding opportunities for them to participate in dynamic and evolving tasks is also essential. If teachers adapt their teaching methods to their students' preferred learning styles, students will perform better. According to Verster, young learners may have a preference for a specific learning style, which can be visual (learning through seeing), auditory (learning through hearing), kinesthetic (learning through physical movement), or tactile (learning through

touch) reported in Sosiowati (2003). Different teaching strategies or techniques will be used in the classroom due to these learning styles.

Reading is not a passive talent but a receptive linguistic activity (Voinalovych, 2014). The teacher's task is to encourage pupils to read English-language materials for various reasons. First and foremost, many students desire to be able to read materials in English for their careers, for academic objectives, or just for fun. Whatever the teacher can do to facilitate their ability to complete these tasks must be a positive idea.

Furthermore, according to Voinalovych (2014), there are six principles for teaching reading comprehension that can be adapted while teaching young learners. They are:

1. Encourage students to read as much and as frequently as they can.

   The better, the more the students read. Teacher should encourage young learners to read widely and intensely, if not more so.

2. The reading material is needed to engage students.

   Students should engage in joyful reading outside of scheduled lesson times when reading extensively, which means teachers should work to maximize their enjoyment. However, teachers will try to keep them interested in the subject of reading material and the exercises required during sessions.

3. Encourage students to respond to the content of a text; rather than focusing on its structure and exploring their thoughts about it.

   Students must examine reading texts in class to learn topics like how language is used, how many paragraphs are included, and how frequently relative clauses are used. However, the text's purpose and message are just as crucial. Teacher must thus provide students the opportunity to react to that message somehow. They must be permitted to express their opinions

to encourage personal involvement with the language and the issue. This is even more crucial when reading a lot.

4. A key component of reading is prediction.

Students often have a solid notion of the subject before they begin reading when they read books in their native tongue. Before young learners read a single word, they can already tell what a book is about from the cover, the subject of an article can be inferred from the image and the headline, and reports can be recognized as reports from the book. Their brains begin anticipating what they will read as soon as they receive these hints. Expectations have been established, and reading is now an active process. In order to offer pupils an opportunity to forecast what will happen, teachers should provide indications in class.

5. When using intensive reading texts, match the task to the topic.

After choosing the reading text that the students will read based on their reading level, the subject matter, and the text's linguistic and activation potential, the teacher must select practical reading tasks, such as the right questions and activities for before, during, and after reading, and effective study exploitation. Dull and inappropriate activities can ruin the most beneficial and engaging text, but even the most mundane passage can be made exciting by creative and challenging activities, especially if the level of difficulty (i.e., how easy it is for students to complete a task) is just suitable for the class.

6. Effective teachers make the most of reading texts.

Every reading material has many sentences, words, thoughts, descriptions, and so on. It makes no sense to ask students to read something in class before moving on to anything else. Good teachers incorporate the reading material into engaging lesson plans, using the subject for discussion and further activities, the language for study and then activation (or, of course,

activation plus study), and a variety of activities to make the material comes to life.

By considering those theories to be applied in the teaching and learning process, it is hoped that teachers can help students maximize their reading skills to better their reading performance.

2.7 Concept of Picture Storybooks

Picture storybook is a learning tool or media that contains messages that can reflect/describe the content of a story. Picture storybooks are the prevailing choice of media, primarily due to the prevalent preference of young learners for visual content. This preference is particularly pronounced when the images are thoughtfully crafted and presented in adherence to the criteria for compelling visuals, which will increase young learners' enthusiasm for the following learning. Picture book media embodies symbols by imitating objects, sights, thoughts, or ideas visualized in two-dimensional form (Rohani, 1997, p. 47).

Picture storybooks are acknowledged as both a pedagogical medium and educational resource. The term "media" pertains to the visual and narrative elements inherent in picture storybooks, while the term "resources" underscores their role in fostering language skills and literacy development (Smith & Johnson, 2019). Consequently, picture storybooks exhibit a dual characteristic, serving as a medium for instruction and a valuable resource for early language learning and literacy development. This recognition of their dual role illuminates the multifaceted potential of picture storybooks in supporting the educational journey of young learners.

The importance of visual language in young learners' relationships with picture storybooks cannot be overstated. Exceptional picture storybooks that seamlessly integrate text and illustrations to narrate a story play a prominent role in fostering the wholesome mental and social development of young learners (Hladikova, 2014). The story will be more accessible for illiterate young learners to understand if there are images. If young learners are left alone with books, they will reread the story with the illustrations, reconstruct it, add to it, change it, and come up with interpretations as they flip the pages. Through the visual language, forms, and colors, the reader can transfer the feeling intended to be conveyed in the text. Young learners' imaginations are sparked by the vivid world of pictures, which also helps them develop an appreciation for beauty. Pictures are essential for a child's development because they appeal to their emotional world, benefit their mental growth, and help them recognize the world and its living beings. The drawings are the most crucial aspect of the plot and a crucial component of the text in picture storybooks. As they play a significant part in the clarification, completion, and comprehension of the text in young learners' books, the pictures, decorations, and other visual elements are various works of art that complement the written word.

The first books that young learners are exposed to as a part of their environment significantly impact their entire development model. When ordered and articulated correctly, picture storybooks also serve as visual examples of the beauty of expression. Picture storybooks and other language and visual stimulation for preschool-aged young learners can support their development and even encourage them to acquire critical consciousness (Tuna, 1997, p. 14).

2.8 Advantages and Disadvantages

Applying any media in teaching must have advantages and disadvantages. Since this research used picture storybooks as the media in class, it is necessary to understand their value and drawbacks in the learning activity. The advantages and disadvantages of using picture storybooks in teaching reading are described below:

2.8.1 Advantages

Picture storybooks can be both a good stimulator and a helpful illustrator, which benefits foreign language learners. According to Trelease (1979), Butler (1980), and Fox (2001), picture storybooks have the power to engage, inspire, and educate young learners, making them a valuable tool in the teaching-learning process. They state ten advantages of picture storybooks in the teaching-learning process, which explanation below can be taken into consideration:

1. Enhances language development

   Picture storybooks provide a visual context for the text, which aids in the comprehension and retention of language. They expose learners to new vocabulary, sentence structures, and storytelling conventions, enhancing language development.

2. Promotes reading and literacy skills

   By engaging young learners with appealing illustrations and captivating narratives, picture storybooks foster a love for reading. They create positive associations with books, making reading a pleasurable experience and encouraging young learners to become independent readers.

3. Develops cognitive skills

   Picture storybooks stimulate critical thinking and cognitive development. Young learners learn to connect the text and the visuals, infer meaning, and predict outcomes. This process enhances their problem-solving abilities and analytical thinking.

4. Encourages creativity and imagination

   Visual elements in picture storybooks stimulate young learners's imagination and creativity. The illustrations inspire them to visualize characters, settings, and events, fostering their imaginative thinking and enabling them to create their own stories and interpretations.

5. Supports multicultural understanding

   Picture storybooks often feature diverse characters and cultures, providing an opportunity to promote inclusivity and multicultural understanding. Young learners learn about different traditions, perspectives, and lifestyles, fostering empathy, tolerance, and appreciation for diversity.

6. Facilitates emotional and social development

   Picture storybooks often address various emotions and social situations, helping young learners develop emotional intelligence and social skills. Through the characters' experiences, young learners learn about empathy, resilience, conflict resolution, and problem-solving, contributing to their emotional and social development.

7. Enhances visual literacy

   Picture storybooks contribute to the development of visual literacy skills. Young learners learn to interpret and analyse visual information, understand the use of visual elements, such as colour, composition, and perspective, and comprehend optical storytelling techniques.

8. Supports parent-child interaction

   Picture storybooks provide an excellent opportunity for parents and caregivers to engage with young learners in shared reading experiences. This interaction strengthens the parent-child bond, encourages communication, and fosters a love for learning.

9. Integrates different subjects

    Picture storybooks can be used across various subject areas, integrating literacy with other disciplines such as science, history, or social studies. They serve as a valuable resource for cross-curricular teaching, making learning more meaningful and engaging.

10. Accommodates diverse learning styles

    Picture storybooks cater to different learning styles, providing a multimodal approach to learning. Visual learners benefit from the illustrations, while auditory learners engage with the narrative. This inclusivity allows learners with varying strengths and preferences to participate actively in the learning process.

2.8.2 Disadvantages

1. Young learners will have difficulty reading if the given text has no illustrations because they are not used to it.

2. Young learners do not focus on reading the written text because the picture will attract their attention more.

In light of understanding the advantages and disadvantages associated with using picture storybooks, it is anticipated that the researcher can optimize the strengths and mitigate the shortcomings of these resources when implementing the instructional process. This, in turn, facilitates the smooth execution of all related activities following the established procedure.

2.9 Teaching Reading Comprehension Through Picture Storybooks

Reading material with a lot of writing and paragraphs that are not short makes people who read even more bored. Let alone, young learners. Even adults

sometimes feel that way. Therefore, the use of media is highly recommended in learning for EFL young learners, especially in English which they are not too familiar with in communicating using a second language. It cannot be denied that the development of teaching media included students using illustrations to understand the text by analyzing it. By knowing this fact, the teacher can utilize story books as the media to teach English. The students will be more excited about doing the learning activities as the teacher involves the story books that can increase their reading interest.

Reading storybooks stimulate young learners because their interest in reading begins to grow. That interest must be given suitable land through storytelling activities. Reading stories can provide practical examples for young learners of how reading activities should be done. Indirectly, young learners get examples of people who like and are good at reading from what they see; their interest in reading will grow voluntarily. To solve the problem of lack of interest in reading and remembering in these conditions, teachers need to innovate activities during the learning process. Using picture storybooks as a medium is expected to increase interest in reading for young learners. They will also learn to identify written symbols in a series of words and a series of sentences. There are many kinds of storybooks that can be suitable to do the teaching and learning process on it. A storybook media like picture storybooks can be an option. Picture storybooks with few words are suitable for stimulating young learners to love reading. Striking colors will stimulate young learners' interest in reading and arouse their curiosity. This is a special provision. For young learners who have never known letters at all, the colorful book packaging makes it easy for young learners to learn. Meanwhile, for young learners who already have pre-reading experience at an earlier age, picture storybooks with few words can increase their interest in learning to read.

The first exciting research on teaching reading using picture storybooks comes from Restanto (2016) by investigating the effect of picture storybooks on young learners and whether picture storybooks affect reading comprehension. Students are taught through picture storybooks. The result indicated that picture storybooks could be used to develop students' reading performance as they behaved conscientiously in their task engagement. Furthermore, the study demonstrated that picture storybooks in learning facilitated comprehension of the moral lessons embedded within the stories. Additionally, the elements contributing to English language acquisition during reading activities, including illustrations and imaginative characters, are considered to establish a connection that aids teachers in conducting reading activities effectively and assists students in effectively absorbing information, as indicated by the data gathered in this research.

Nurul and Abbas (2021) also analyzed a similar case. They revealed the development of picture storybooks to improve reading comprehension. The results of the post-test are higher than the pretest. It can be seen that there is an increase in student learning outcomes. Furthermore, the results of the questionnaire recapitulation of student responses to picture storybooks obtained the highest score. The percentage obtained from the results of the student response questionnaire was 92.63%, with a very decent category. These results state that the picture storybooks media is in the very feasible criteria

The other finding that is connected with this research is run by Kochiyama (2015). The studies focus on the student's motivation enhancement in reading by illustrating storybooks as media. The objective of this study is to explore the benefits of incorporating picture storybooks within remedial English classes, with the goals of enhancing language acquisition, fostering learners' motivation to engage with the language, and promoting positive emotional development among them. The study's findings indicate that a text's difficulty level, including its use of

vocabulary and grammar, as well as its suitability for adult learners, should be carefully considered. Because it allows students to develop cultural sensitivity and language skills, the adequately chosen literature may be a feasible alternative to EFL textbooks in reading classes.

In line with that, the researcher is motivated to do the study to implement picture storybooks to improve students' reading comprehension. The researcher thought picture storybooks could be utilized as the media for students to learn reading as they could comprehend the text using the picture. Additionally, it could also make the reading process more enjoyable among students. Young learners would be encouraged to have a high interest in reading. That is why the researcher is curious about the effect of students reading comprehension by having picture storybooks as the media. The researcher wanted to know whether book story media like picture storybooks can encourage students to be more aware of comprehending the reading materials. For those reasons, the researcher decided to run the study on using picture storybooks to improve the reading comprehension of EFL young learners.

2.10 Procedures of Teaching Reading Comprehension by Picture Storybooks

There is no exact model to teach reading using picture storybooks. Teachers who want to utilize picture storybooks on their teaching and learning activities can modify and arrange their lesson plans based on the available model. However, this research uses picture storybooks as the media to teach reading comprehension. The researcher had to provide students with the material of a fairytale which would be delivered as picture storybooks. After that, for the reading practice, the students are asked to read a picture storybook and answer the questions given by the researcher.

Likewise, in applying the stages, the researcher gave some material, provided by the teacher verbally. However, before starting the lesson, students are asked to do the pretest to know their prior ability before receiving the treatment. After that, the researcher gradually shared the picture storybooks with the students. The students could discuss with their peers during the reading activity. Subsequently, the students try to conclude the story's plot based on the storybooks they had just read. There are at least four picture storybooks that the students should read. The third books are reads during the treatment, while the four is their final reading, which the researcher scored. The researcher also provided feedback at the end of the learning. These are the complete procedures of teaching and learning activities conducted for this research adapting theory of reading process proposed by Rumelhalt (1980), Carrell (1981), and Hudson (1982):

1. Teacher gave some material, about narrative text provided by the teacher verbally.

2. After that, the teacher gradually shared the picture storybooks with the students.

3. The teacher asked students to scan the title of the storybooks to anticipate what they will get or read by considering what they already know about the topic.

4. After that, the students prepared themselves to read the picture storybooks. Having the reading process, the students try to comprehend the text they have just read.

5. During the while-reading activity, students are expected to be able to confirm predictions that they got in the pre-reading activity

6. After the students finished their reading, the teacher asked them to answer the questions given through post-reading activities. While checking the answers by students, the teacher notes which aspects improve after they are taught and read using picture storybooks.

7. The teacher gave comments and scores for their reading comprehension test and scores.

During the learning process, the teacher focused on only one main topic. However, the activity of each meeting might be varied to reduce students' boredom. For example, the topic is narrative text while the activities are teacher presentation and reading, and also may include game and group work activities.

2.11 Theoretical Assumptions

Consistent with the framework theories mentioned earlier, it is posited that students' reading comprehension is enhanced following instruction using picture storybooks as the instructional medium. Fajarina and Daristin (2022) say picture storybooks could help young learners become more interested in reading and help them with their reading difficulties. Students can understand the materials in the form of pictures. The succinct and accurate storytelling style in picture storybooks reinforced the means of comprehension. It came as an excellent medium for teachers to develop several techniques to teach reading. Hence, the reading process is potentially a good exercise for language learners to enhance their reading.

Besides, the researcher assumed that young learners actively engage with the teaching and learning process as they like to tell stories and are interested with the pictures. As a result, students responded positively to using picture storybooks as the media to learn reading. Moreover, their reading comprehension is elaborated better as the scope of the listeners are their peers. Using picture storybooks, students could share their reading experience with their peers when they play together in an enjoyable environment. Hence, the young learners had to

comprehend the details of their reading well so that the listeners could successfully receive and understand the message delivered in their reading. In the end, the learning conducted through picture storybooks could impact the student's reading comprehension.

2.12 Hypotheses

Based on the theories and theoretical assumptions outlined above, the hypothesis can be formulated as follows:

"There is a significant improvement in EFL young learners' reading comprehension through picture storybooks."

Thus, the theories that have been discussed in this chapter are previous studies, the concept of reading comprehension, aspects of reading comprehension, the process of reading comprehension, the concept of young learners, teaching reading to EFL young learners, the concept of picture storybooks, advantages and disadvantages, teaching reading through picture storybooks, procedures of teaching reading through picture storybooks, theoretical assumption, and hypotheses.

III. METHODS

This chapter covers the research methodology, which was concerned with research design, data of the research, population and sample, developing instrument, data collecting technique, validity and reliability of the instrument, level of difficulty, discrimination power, normality of the test, scoring system, research procedures, data analysis, and hypothesis testing

3.1 Research Design

Using a quantitative approach, the researcher aims to see the significant difference in students' reading comprehension after implementing picture storybooks. Additionally, the study examined the outcomes associated with reading comprehension when picture storybooks were utilized as the primary instructional medium. The analysis of the data about the first research question was conducted employing the Repeated Measure T-test. Conversely, to address the second research question, the researcher engaged in a comparative evaluation of the scores attributed to each aspect of reading comprehension to identify which exhibited the most significant improvements.

Moreover, the research design adopted for this study followed the pre-test-post-test design recommended by Setiyadi (2018). In the initial session, students were administered a pre-test to establish their baseline comprehension levels. Subsequently, the students underwent a series of instructional treatments focused on reading the picture storybook, with these sessions taking place in the classroom

on three treatments. Finally, a post-test was administered to the students after the treatment sessions to assess their progress. The design as follows:

$$G : T1 \times T2$$

Where:

G   : Group/ Class

T1   : Pre-test

X   : Treatment

T2   : Post-test

3.2 Data of The Research

Data refers to the information or factual details utilized to analyze and arrive at conclusions in response to the research question. In this study, the data was the subjects from whom information was gathered to facilitate the research process (Arikunto, 2010, p. 129). The data in this research will include information about the reading comprehension abilities of young EFL learners before and after being taught using picture storybooks. This could involve instrument development, test scores, students' responses to questions about the stories, or observations of their abilities to understand and respond to the story content. Data also include information on how picture storybooks were employed in teaching, the teaching methods applied, and student responses to these methods.

3.3 Population and Sample

An approach namely purposive sampling was used to decide the subject of the research. Setiyadi (2018) stated that the motive of purposive sampling is to determine which subject on population could represent the case of the research. It means that the characteristics of the sample should be in line with the problems

and the objective of the study. Since this study focused on the implementation of picture storybook in teaching reading comprehension, the researcher chose a class of VC at SDN 1 Kotakarang as the students are a young EFL learners.

3.4 Instrument of The Research

The instrument used in this study was a multiple-choice reading comprehension test. The test will be given twice, namely, pre-test and post-test. These questions provided narrative text material adapted to the level of fifth grade elementary school students. A total of the tests had 50 questions that were given during the first tryout process carried out by the researcher. Administering a tryout test before the pre-test is a valuable tool for measuring and preparing students before facing the actual pre-test while providing insight to researcher about the level of understanding and progress of students. The questions comprised aspects of reading comprehension. These aspects were determining the main idea, finding specific details, making inferences, identifying references, and understanding the meaning of vocabulary. Questions were obtained from picture storybooks.

In other cases, the researcher gives a tryout test before conducting the pre-test and applies the method to determine the validity and reliability of the test. Researchers dropped and changed some questions that could have been better for students. Based on the first tryout results, 26 questions had to be dropped from the tryout test, and 24 questions were valid and reliable. Then, the researcher used 40 questions for the second tryout test. The following was a classification of questions based on the aspect of reading comprehension:

Table 3.1. Specification of First Tryout Test

No.	Reading Comprehension Aspect	Number of Items	Number of the test
1.	Determining the main idea	10	1, 2, 3, 4, 21, 22, 23, 26, 27, 28
2.	Finding specific details	10	5, 6, 7, 8, 29, 30, 31, 32, 33, 34
3.	Making inferences	10	9, 10, 11, 12, 35, 36, 37, 38, 39, 40
4.	Identifying references	10	13, 14, 15, 16, 24, 41, 42, 43, 44, 45
5.	Understanding the meaning of vocabulary	10	17, 18, 19, 20, 25, 46, 47, 48, 49, 50
	Total	50	

The table above shows that of the 50 questions the researcher has prepared, the researcher gets 40 questions that can be used as a second tryout test before carrying out the pre-test. So, the instruments use in this study were 8 questions about main ideas, 8 questions about specific information, 8 questions about references, 8 questions about inferences, and 8 questions about vocabulary.

Table 3.2. Specification of Second Tryout Test and Pre-Test

No.	Reading Comprehension Aspect	Number of Items	Number of the test
1.	Determining the main idea	8	1, 2, 3, 4, 18, 19, 20, 21
2.	Finding specific details	8	5, 6, 7, 8, 22, 23, 24, 34
3.	Making inferences	8	9, 10, 25, 26, 27, 28, 29, 38
4.	Identifying references	8	11, 12, 13, 14, 30, 31, 32, 33
5.	Understanding the meaning of vocabulary	8	15, 16, 17, 35, 36, 37, 39, 40
	Total		40

The table above shows the 40 questions the researcher has prepared for the second tryout test. The pre-test items use by the researcher were the same one used in the

second tryout test, with the same number of items. There were 8 questions about main ideas, 8 questions about specific information, 8 questions about references, 8 questions about inferences, and 8 questions about vocabulary.

Table 3.3. Specification of Post-Test

No.	Reading Comprehension Aspect	Number of Items	Number of the test
1.	Determining the main idea	8	1, 6, 11, 16, 21, 26, 31, 36
2.	Finding specific details	8	2, 7, 12, 17, 22, 27, 32, 37
3.	Making inferences	8	3, 8, 13, 18, 23, 28, 33, 38
4.	Identifying references	8	4, 9, 14, 19, 24, 29, 34, 39
No.	Reading Comprehension Aspect	Number of Items	Number of the test
5.	Understanding the meaning of vocabulary	8	5, 10, 15, 20, 25, 30, 35, 40
Total			40

The table above shows the specification of the post-test items used by the researcher. They were the same ones used in the pre-test, only the question numbers were randomized. There were 8 questions about main ideas, 8 questions about specific information, 8 questions about references, 8 questions about inferences, and 8 questions about vocabulary.

3.5 Data Collecting Technique

The instrument employed in this research was a reading comprehension test consisting of multiple-choice questions administered to the students to obtain their scores. These were subsequently used to gauge improvements in reading comprehension. The data collected from the subjects comprised the reading comprehension test results submitted before and after the treatment. These scores

were analyzed to discern any substantial disparities in students' reading comprehension before and after instruction with picture storybooks. Furthermore, a comparative evaluation of scores for each aspect of reading comprehension was performed to identify the most prominent enhancements. Likewise, students' reading was examined using authentic assessment based on the aspects of reading comprehension proposed by Nuttal (1982), which consists of determining the main idea, finding specific details, making inferences, identifying references, and understanding the meaning of vocabulary.

1. Pre-test

   A pre-test was administered to assess the student's reading comprehension proficiency prior to the implementation of the instructional treatments. This test comprised 40 multiple-choice items, with each question presenting one correct answer along with two distractors. Students were allocated a time frame of 70 minutes to complete this assessment.

2. Treatment

   Following the administration of the pre-test, the students received the treatment, which involved the use of picture storybooks. The instructional sessions were conducted over a total of three sessions. The type of text studied by the students was fairytales, categorized as narrative text.

3. Post-test

   Subsequent to the completion of the treatment sessions, a post-test was conducted to assess the extent of improvement in students' reading comprehension abilities after receiving the treatments. This post-test encompassed 40 multiple-choice items, each featuring three alternative answers, and was allotted a time limit of 70 minutes. It is noteworthy that the content of the post-test was identical to that of the pre-test, but the questions were presented in a randomized sequence for this test.

3.6 Validity and Reliability of Instrument

The researcher must verify the validity and reliability of the instruments employed in the research. Validity and reliability were crucial while designing an instrument, according to Setiyadi (2018). As far as the instrument's measurement was concerned, those two factors cannot be separated. An instrument's validity and reliability were used to assess whether it fulfills the requirements for a good test. As a result, the researcher was interested in learning whether or not the tests utilized in the study instrument were appropriate.

3.6.1 Validity of Reading Comprehension Test

In line with Muijs (2004), it is widely recognized that validity holds paramount importance in the design of any measurement instrument in educational research. Essentially, the concept of validity hinges on the extent to which an instrument accurately evaluates what it was intended to measure, as emphasized by Setiyadi (2018). Consequently, the following two categories of validity will serve to establish the test's validity:

a. Content Validity

According to Brown (2000), validity strategies that center on the examination of a test's content fall under the domain of content validity. This particular aspect of validity pertains to how a test effectively represents a comprehensive and faithful sample of the content corresponding to the objectives or specifications the test was initially designed to measure. In essence, content validity is assessed by scrutinizing how well the test aligns with the intended content it is meant to evaluate. The researcher was using the data from the lesson plan to assess how well the assessments corresponded to the test objectives or specifications for the narrative text to determine the degree of match. In this study, the researcher

examined the test using the learning objectives listed in the lesson plan. Additionally, the signs on the lesson plan were used to create the tests delivered to the students. Content validity can indeed be established through expert judgment. In this context, once the instrument has been developed to measure specific aspects following a predetermined lesson plan, it is subjected to evaluation and consultation with knowledgeable individuals or experts in the field. This expert judgment process ensures that the instrument effectively aligns with the content it is intended to measure. The instrument was judging by the English teacher at SDN 1 Kotakarang, and English teacher at SMAN 1 Natar. The results of the consultation were used as input to improve the instrument so that it was feasible to collect data.

A method introduced by Aiken (1980, 1985), known as Aiken's V (content validity coefficient), is employed to gauge the validity rating of individual items. Aiken's V relies on the evaluations provided by a panel of experts, typically denoted as "n" individuals, regarding the degree to which a particular item accurately represents the construct being measured. These experts assign a numerical value to each item, typically within a specific range:

1   : Not Relevant

2   : Less Relevant

3   : Quite Relevant

4   : Relevant

5   : Very Relevant

$$V = \Sigma s / [n(c-1)]$$

Notes:

S $= r - lo$

Lo   = lowest validity assessment number (1)

C   = highest validity assessment number (5)

R   = score given by the expert

b. Construct Validity

In developing the test instrument, it was imperative to establish construct validity, mainly when it incorporates multiple indicators designed to measure a specific aspect or construct, as emphasized by Setiyadi (2006). If a test has construct validity, it can measure certain specific characteristics following a language behavior and learning theory. In this research, the researcher administered a reading comprehension test that evaluates five distinct aspects of reading comprehension, as delineated by Nuttal (1982). They were determining the main idea, finding specific details, making inferences, identifying references, and understanding the meaning of vocabulary. To test the validity of the construct, the researcher used expert judgment. After the instrument has been constructed regarding the aspects to be measured based on theory, it was consulted with experts. Experts were asked for their opinions on the instruments that had been prepared. These experts will decide whether the instrument can be used without repairs if there were repairs, and perhaps a complete overhaul (Widoyoko, 2012, p. 146).

The researcher analyzed the Aiken's V with the standard of reliability below:

Range	Agreement
0.00 – 0.40	Invalid
0.40 – 0.80	Medium validity
0.80 – 0.59	Very valid

From the table above, the scores given by the three raters and the results of the Aiken V coefficient (Appendix 13.) All 40 reading comprehension test items

exhibit a very high level of validity (Very Valid), rendering them suitable for use in both pre-test and post-test assessments.

3.6.2 Reliability of Reading Comprehension Test

Following Hatch and Farhady (1982, p. 243), test reliability can be described as the degree to which a test yields consistent outcomes when administered in similar conditions. Put, test reliability refers to the extent to which a test consistently produces dependable results when given under comparable circumstances. The split-half technique was one of the methods used to assess the reliability of multiple-choice instruments. The split-half technique involves dividing the items of a multiple-choice instrument into two halves and comparing the responses on each half (Raju & Guttman, 1965). Furthermore, the researcher used Pearson Product Moment (Pearson, 1948) to get reliability of half test. Pearson Product Moment formula was used as follows:

$$rl = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Note:

rl : coefficient of reliability between odd and even number items

x : odd number

y : even number

x^2 : total score of odd number items

y^2 : total score of even number items

xy : total number of odd and even numbers

In order to ascertain the overall reliability of the entire test after obtaining the reliability of the half-test, the researcher employed Spearman-Brown prophecy (Brown & Spearman, 1910) formula as follows:

$$r_k = \frac{2rl}{1 + r_l}$$

Note:

r_k : the reliability of whole test

rl : the reliability of half test

The researcher analyzed the coefficient of reliability with the standard of reliability below:

Range	Agreement
0.00 – 0.19	Very low reliability
0.20 – 0.39	Low reliability
0.40 – 0.59	Average reliability
0.60 – 0.79	High reliability
0.80 – 0.100	Very high reliability

(Arikunto, 1998, p. 260)

Following the established reliability standards, it can be determined that the reading comprehension test should be deemed reliable if the test results fall within the range of 0.60 to 0.79, denoting high reliability. Furthermore, the reliability scores for the tryout, pre-test, and post-test in this research are as follows:

Table 3.4. Reliability of First Tryout Test

Correlation	Number of Items (N)
.984**	50

Based on the data presented in the table, it is evident that the try-out test achieved a remarkable reliability score of 0.984, indicating a very high level of reliability. However, it is noteworthy that the results of item difficulty and discrimination power analysis have led to the decision to eliminate 26 items, as indicated in Appendix 8. Consequently, the researcher conducted an additional try-out test to assess the reliability of the reading comprehension tests once again.

Table 3.5. Reliability of Second Tryout Test

Correlation	Number of Items (N)
.994**	40

According to the data presented in the second table, the reliability of the second try-out test yielded a score of 0.994. According to Arikunto's (1998) criteria, when a test score falls within the range of 0.80 to 1.00, it signifies a test with a very high level of reliability. Consequently, the researcher assessed item difficulty and discrimination power for the second try-out test, revealing that all 40 test items exhibited satisfactory performance (as shown in Appendix 12). As a result, the researcher utilised the same set of test items from the second try-out test for both the pre-test and post-test administrations.

Table 3.6. Reliability of Pre-Test

Correlation	Number of Items (N)
.984**	40

As illustrated in the table above, the reliability of the pre-test is notably high, with a score of 0.984, thus indicating a very high level of reliability. Conversely, the reliability of the post-test is presented in the following table.

Table 3.7. Reliability of Post-Test

Correlation	Number of Items (N)
1.00	40

Based on the data in the fourth table, the reliability of the post-test achieved a score of 1.00. In line with Arikunto's (1998) criteria, a test with a score within the range of 0.80 to 1.00 is considered to possess a very high level of reliability.

In summary, the results demonstrate that all four tests exhibit a very high level of reliability, with scores of 0.984 and 0.994 for the try-out test, 0.984 for the pre-test, and 1.00 for the post-test. This underscores the robust consistency of the assessment outcomes across all tests.

3.7 Level of Difficulty

The difficulty level of test questions is typically determined to classify them as easy or difficult. To assess the difficulty level of the research test questions, utilize the following formula (Shohamy, 1985):

$$LD = \frac{U + L}{N}$$

Notes:

LD   : Level of difficulty

U   : The proportion of upper group students

L   : Refers to the proportion of lower group students

N   : The total number of students following the test

The objective of this research is to differentiate between students with higher proficiency in reading and those with lower proficiency. This approach ensures a balanced representation of students, even though some high-achieving students may need to meet the standard criteria.

The criteria were (Shohamy, 1985):

<0.30   : Belongs to difficult question

0.30-0.70 : Refers to average question

>0.70   : Mean that was an easy question

N   : The total number of students following the test

Based on the test results of the first tryout test, it can be concluded that there were six questions with a value of more than 0.70, which means that the questions were included in the easy category. There were eleven questions with a score of less than 0.30, which means the question was included in the difficult category. While thirty-three questions have an average score, which means the question was included in the average category (Appendix 8.)

As many test items had been dropped and had to be changed, the researcher conducted a second tryout by testing the items that had been changed. This is to ensure the appropriateness of the questions. The result shows that all of the 40 items can be used for pre-test and post-test (Appendix 12.)

3.8 Discrimination Power

Discriminating power (DP) refers to the degree to which items discriminate between students with high and low levels of knowledge on a test. To determine the discriminating power of the test. The researcher used the following formula (Shohamy, 1985):

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

DP   : Level of difficulty

U   : The total of correct answer of the higher group

L   : The total of correct answer of the lower group

N   : Total number of students

The criteria were (Shohamy, 1985):

a) DP   : 0.00 – 0.20   = Poor items

b) DP   : 0.21 – 0.40   = Satisfactory items

c) DP   : 0.40 – 0.70   = Good items

d) DP   : 0.71 – 1.00   = Excellent items

e) DP   : (Negative)   = Bad items (should be removed)

Based on the analysis of the first tryout test's discriminating power (as shown in Appendix 8), the results for the reading comprehension test revealed the following categorizations:

1. Seven items were identified as negative, indicating their poor quality, and they should be removed from consideration.

2. Nineteen items were classified as poor, as their discriminating power fell below the standard threshold of 0.21, making them unsuitable for inclusion in the assessment. Therefore, they should also be omitted.

3. Thirteen items were categorized as satisfactory, which means they could either be dropped or retained for use.

4. Eleven items were deemed good, with all having discriminating power scores between 0.40 and 0.70, signifying their suitability for inclusion.

In summary, twenty-four items were determined to meet the required criteria for the pre-test and post-test, and they can be considered as reference items for these assessments.

As many test items had been dropped and had to be changed, the researcher conducted a second tryout by testing the items that had been changed. This is to ensure the appropriateness of the questions. The result shows that all of the forty items can be used for pre-test and post-test (Appendix 12.)

However, of the twenty-six dropped items, the researcher only replaced sixteen questions to be tested again with twenty-four questions from the first tryout. Hence, the total number of questions used in the second tryout was forty. The researcher reduced ten questions from the previous tryout, which was fifty because, after a discussion with experts, fifty questions are too many to test students in population class, making them rush because they need more time to complete them and get bored because the questions were too long. After all, the questions exceed their capacity, which usually only consists of forty questions in usual English exams.

3.9 Normality of The Test

The normality is used to know whether the data in experimental class has the normal distribution or not. In this research, the researcher uses statistical computation by using SPSS (*Statistical Package for Social Science).*

The hypotheses for the normality test are formulated as follows:

Ho: the data are normally distributed

Ha: the data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

Ho is accepted if sig. $> \alpha = 0.05$

Ha is accepted if sig. $< \alpha = 0.05$

After the data is computed by using SPSS, the researcher will analyze the result to determine whether the test distributed normally or not.

3.10 Scoring System

Formula from Arikunto (2000) is used in order to calculate the score of pre-test and post-test. Students' scores of pre-tests and post-test are calculated by using formula,

as follows:

$$s = \frac{R}{N} \times 100$$

Notes:

S : The score of the test

R : The total number of right answers

N :The total number of items on the test

3.11 Research Procedures

The procedures of this research were as follows:

1. Determining Problems

    The research problem emerged from the researcher observing young learners in class VC at SDN 1 Kotakarang. The observation was conducted in the *Kampus Mengajar* Program, which involved teaching the students. During this observation, it became evident that many students in class VC were grappling with comprehension difficulties when engaging with their reading materials. Furthermore, it was observed that these students possessed limited English language knowledge despite being at the highest elementary grade level. Additionally, the time constraints within the classroom hindered the provision of adequate feedback from the teacher, as it was challenging to cover all the reading material within the allocated time. Consequently, the students repeated the same mistakes in their subsequent readings. These observations prompted the researcher to investigate the effectiveness of implementing picture storybooks as a potential solution to enhance reading comprehension.

2. Selecting Population and Sample

    The population of this research was fifth grade students of SDN 1 Kotakarang. The sample were 26 students at class VC SDN 1 Kotakarang.

3. Determining Materials

The primary focus of the teaching material was on narrative text. Nevertheless, some additional topics were introduced during the instructional process. The materials aimed at enhancing reading comprehension were conveyed through teacher explanations, providing the students with the necessary background knowledge to comprehend the reading materials effectively. In addition to this, as part of the assessment process, the students were instructed to read picture storybooks both in the pre-test and post-test phases.

4. Administering Tryout test

The tryout phase was conducted with the primary aim of evaluating whether the test items met the criteria for validity, reliability, difficulty level, and discrimination power. The test consisted of 50 questions in a multiple-choice format with three options (A, B, and C). It was administered in two sessions, each lasting 35 minutes, to fifteen students in class VA at SDN 1 Kotakarang.

The outcomes of the initial tryout test indicated that students obtained lower scores, and the analysis of the level of difficulty and discrimination power revealed that 24 questions were poor and inadequate. To pinpoint the source of the problem, the researcher proceeded to conduct a second tryout test. This second tryout test was composed of 40 questions, which were selected based on their reliability, difficulty level, and discrimination power from the results of the first tryout test. It was administered over a 70-minute session to five students of a similar proficiency level as the research population.

5. Administering Pre-test

In the initial session, a pre-test was administered to the students. The primary objective of this pre-test was to assess the student's pre-existing knowledge and reading comprehension abilities before they received any form of treatment or instruction from the researcher. The students were instructed to read a picture storybook and follow the guidance provided by the researcher.

6. Conducting Treatment

The treatment was run after the students get their pre-test. There were three meetings for giving the treatment which was administered in the class. In each meeting, the researcher explains what the students and researcher discuss. After joining the class, the students must read a picture storybook given that they should understand the content and do the task given. Moreover, the teacher assessed students' work based on reading comprehension aspects and gave each student some input during the learning process. The input was about their reading enhancement both in the final result and in each aspect of reading. There was also a feedback and discussion section to help students improve their reading during the learning process.

7. Administering Post-test

The post-test was given to the students to measure their ability after getting the treatment. This second test (T2) was in the form of a reading comprehension test in which they answered the questions given regarding the picture storybooks they have read.

8. Analyzing the Result

All the tests were evaluated in alignment with the reading comprehension aspects outlined by Nuttal (1982). Subsequently, the scores obtained from

these assessments were analyzed to discern the students' advancement from the initial test to the subsequent one. Additionally, the results of the various reading comprehension aspects were scrutinized to ascertain the degree of improvement in each of them.

3.12 Data Analysis

In order to get the result of this research, the data were analyzed using some steps below.

3.12.1 Data Analysis of the First Research Question

1. Scoring the pre-test and post-test.
2. Obtaining the mean of both tests by calculating the result using this formula:

$$\mathbf{x} = \frac{\Sigma \mathbf{x}}{\mathbf{N}}$$

    X : mean (average score)

    Σ_X : total students' score

    N : number of students

<div align="right">(Hatch & Farhady, 1982)</div>

3. Concluding the tabulated results of the pre-test and post-test, which were subjected to statistical analysis utilizing the Repeated Measures t-test within SPSS (Statistical Program for Social Sciences). This analysis was conducted to determine whether the observed increase in students' scores was statistically significant.

The formula was as follows:

$$I = M2 - M1$$

I   : the improvement of students reading comprehension

M1   : the average score of pre-tests

M2   : the average score of post-tests

4. The researcher was composing a discussion regarding the result.
5. The researcher answers the first research questions by concluding the result of the analysis.

3.12.2 Data Analysis of the Second Research Question

1. The researcher finds the means of pre-test and post-test in each aspect of reading comprehension.

$$x = \frac{\Sigma x}{N}$$

X   : mean (average score)

Σ X   : total students' score

N   : number of students

(Hatch & Farhady, 1982)

2. The researcher analyzes the significant improvement of each aspect of reading comprehension by comparing the means of the pre-test and post-test.
3. The researcher computed the data to SPSS.
4. The researcher concludes by comparing the N-gain score of each reading comprehension aspect.

3.13 Hypothesis Testing

The formula for testing the hypotheses of this research was as follows:

$$H1 = Sig. < 0.05$$

H_0: There is no a significant difference in students' reading performance before and after being taught through picture storybooks.

H_1: There is a significant difference in students' reading performance before and after being taught through picture storybooks.

The hypotheses were analyzed using the Repeated Measures T-test within the Statistical Package for Social Science (SPSS). Furthermore, to address the second research question, the researcher conducted a comparative assessment of the results associated with each aspect of reading comprehension to identify which aspect exhibited the most notable improvement.

In short, this chapter covers the methodology of the research, which was concerned with research design, data of the research, population and sample, developing instrument, data collecting technique, validity and reliability of the instrument, level of difficulty, discrimination power, normality of the test, scoring system, research procedures, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher offers conclusions based on the outcomes of the conducted research, which have been reported and discussed in the preceding chapter. Additionally, the researcher presents recommendations for stakeholders involved in the teaching and learning process.

5.1. Conclusions

The objectives of the research are twofold: first, to determine whether the utilization of picture storybooks as a teaching medium can lead to a significant difference in students' reading comprehension achievement, and second, to identify which aspects of reading comprehension exhibit the most significant improvement. Drawing from the results and discussions that have been presented, the following conclusions are put forth:

1. There is a significant difference in students' reading comprehension after implementing a picture storybook. This is evident from the hypothesis test results, which indicated a significance level of $p<0.05$ (p=0.000). The t-value (8.415) surpassed the t-table value (2.056). Therefore, picture storybooks are effective in enhancing reading comprehension.

2. The highest aspect of reading comprehension that improves the most after being taught by using a picture storybook is identifying references.

5.2. Suggestions

Building upon the conclusions outlined above, the researcher offers the following suggestions:

5.2.1. Suggestions for English Teachers

English teachers can enhance their reading instruction by incorporating Picture Storybooks, recognizing them as valuable tools. These books play a crucial role in improving students' comprehension by providing context, fostering vocabulary growth, and enhancing grammatical understanding. To maximize the effectiveness of using storybooks in lessons, teachers must carefully plan their integration. Additionally, educators can adopt the Engage-Explore-Reflect method, as demonstrated in the first treatment. This approach actively engages students in the learning process, employing shared reading, group activities, and reflection to optimize comprehension. This method proves beneficial in creating a dynamic and participatory learning environment.

For a comprehensive approach to teaching reading comprehension to young EFL learners, teachers can integrate English language elements across various subjects. This practice contributes to the development of a holistic language learning environment, enriching students' overall language skills. Despite the emphasis on English communication, there are instances when teachers may find it necessary to use the learners' mother tongue. This approach helps in gaining a deeper understanding, especially considering that many young learners may not be familiar with communicating solely in English. Therefore, a balanced and flexible approach that incorporates both languages can contribute to effective language learning.

5.2.2. Suggestions for Further Researchers

Future research holds the potential to delve into various dimensions of the impact of picture storybooks on students' language development. A comprehensive exploration could assess the long-term effectiveness of using picture storybooks in enhancing students' reading abilities, investigating whether improvements persist over months or years. Additionally, researchers could extend their inquiries to the realm of foreign language learning, examining how picture storybooks may influence language acquisition beyond the context of English.

Further studies might also venture into assessing the broader linguistic effects of picture storybooks. These investigations could encompass aspects such as students' speaking, writing, and grammatical understanding, providing a more holistic understanding of the potential benefits. Another avenue for exploration lies in the development of tailored storybooks that align with specific learning objectives and student needs. Such focused research could shed light on the efficacy of custom-designed storybooks in achieving targeted educational goals.

In a related vein, future research endeavors could narrow their focus to specific aspects of reading comprehension. Investigations might delve into the effects of picture storybooks on skills like determining the main idea, identifying specific details, making inferences, recognizing references, and understanding the meaning of vocabulary. Additionally, exploring the integration of picture storybooks into students' basic competencies, tailored to their school

curriculum, presents another avenue for enriching the understanding of their educational impact.

5.2.3. Suggestions for Stakeholders

Curriculum Developers play a pivotal role in promoting effective English language learning by encouraging the creation of specialized learning modules that highlight the use of picture storybooks. These modules, comprising teacher guides, student worksheets, and related activities, aim to seamlessly integrate picture storybooks into the curriculum, enhancing students' reading comprehension skills. Simultaneously, Educational Policy Makers should champion comprehensive teacher training initiatives. This ensures that educators not only grasp the concept of utilizing picture storybooks but also possess the skills to integrate them effectively within the existing English language curriculum, fostering a more dynamic and engaging learning experience.

In the realm of educational technology, Specialists or Innovators can contribute by exploring and harnessing the potential of digital tools. Online platforms, interactive applications, and digital resources can be employed to support teaching with picture storybooks, thereby enhancing student engagement and interaction. School Administrators can further facilitate this endeavor by initiating collaborations with school libraries and publishers, ensuring easy access to a diverse range of high-quality picture storybooks tailored to students' proficiency levels and interests. Meanwhile, Parent-Teacher Associations play a crucial role in communicating the benefits of using picture storybooks in English language learning to parents. Providing resources and advice on how

parents can support their children at home contributes to a collaborative and supportive learning environment. Lastly, Curriculum Evaluators are essential in establishing mechanisms for regular monitoring and evaluation to measure the effectiveness of using picture storybooks in English language learning. This enables continuous adjustments and improvements in the curriculum. Additionally, Education Policy Makers should consider the integration of English as a mandatory subject for all elementary levels, emphasizing the importance of language proficiency from the early stages of education.

In summary, those are the research findings' conclusions and suggestions for English teachers looking to implement this strategy in teaching reading, as well as for future researchers interested in investigating this strategy further.

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