The Effectiveness of Storybook on Students' Reading Comprehension on First Grade Student of SMPN 2 Padang Panjang

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Abstract

Storybook is a book used for students to improve reading comprehension through pictures and color. The purpose of this research is to find out whether a storybook effective or not on students' reading comprehension. This research also aims to know students' opinions on storybooks for reading comprehension. This research was pre-experimental to evaluate the influence of a variable on one group by pre-test and post-test design. The population and sample of this research were 23 students on first-grade students of SMPN 2 Padang Panjang. This research used two instruments; reading comprehension test and student's opinion on storybooks for the reading comprehension questionnaire. The result shows that a storybook is effective on students' reading comprehension. The mean score on the pre-test was 48.22 and the mean score on the post-test was 83.66. The significant value of this research is 0.00. The Sig. (2-tailed) determines there is a significant difference from pre-test to post-test. Supported by students' opinion on storybooks for reading comprehension questionnaire interpreted as strongly agree with the mean score total is 3.24. The mean score between 3,20 up to 4,00 indicated that a storybook is very good for reading comprehension. The totals mean score was 3.37 that can be interpreted as very good.

INTRODUCTION

Reading is one of the tools to get some information, idea, or value from a text. Reading is used to acquire a literal or non-literal meaning from some word or written text by the reader that they could convey or share with others. Patel and Jain (2008) said that reading is an essential skill that students need to learn, and it is also an important activity carried out in learning English. It provides a sense of happiness and benefits for students who read correctly.

The aim of teaching reading in junior high school is to focus on comprehension. Reading comprehension is the range of students' ability or understanding of the meaning of a written text and the value of the reading. According to Breiseth (2016), comprehension is the purpose of reading which is hard for English language students.

Unfortunately, students face some obstacles in reading comprehension which makes it difficult for students to catch the meaning of a sentence, paragraph, or book. This is, of course, a problem faced in the classroom because students become confused and dependent on the teacher's explanation while in the 2013 curriculum, it has been determined that teaching in the classroom is student-centered learning.

Comprehension is the key to reading; this is a way to find ideas from reading content. The most fundamental thing in reading is to understand the concepts that explain in the text. Utami (2013) stated that important to teach reading comprehension to students because it can help them gain information in written text. As a result, reading activities do not run properly, and reading goals will not achieve if students could not understand the text. Therefore, reading skills are essential and an effective way of learning English for middle school students.

Lack of reading comprehension was influenced by some aspects. Based on the experience of the researcher in the educational practice program at SMPN 2 Padang Panjang, it was found that many students did not understand reading due to low vocabulary mastery, unpleasant material, rigid media, and traditional teaching methods. Most students think that English lessons are difficult to comprehend and uninterested. When students have to read plain text, they usually scratch their heads in laziness. According to Broomly (2007), vocabulary is the main point of reading whether students comprehend the text, are fluent in reading, and gain the idea of it. Supported by Yulianti (2014), the lack of vocabulary mastery blocks their comprehension in catching a meaning in written text, and the teacher needs to consider interested text or book given to the student so that increase the pleasure of reading and motivation.

Students seem confused when they have to read a text that does not attract attention. In the classroom, the teacher usually asked a student to read the text, but the student avoided it. Even if students insisted on reading, they would read quietly so that others could not hear it. The teacher also asked students to tell stories they have read, but most students could not do it, because they did not understand the topic.

Moreover, English, especially reading skills, is a new subject that must be learned by Junior High School students. This because, in elementary schools, there is no curriculum about English. Students only learn Bahasa, mathematics, religion, sports, science, and social. Even there are several schools like international and private schools that provide English lessons for students to learn. It is just the basic English lessons, and it is usually more focused on student speaking ability. Therefore, in junior high school, students get new subjects to increase their level of knowledge.

Some researchers have conducted studies related to student reading comprehension. For example, Utami (2013) highlighted that there are some problems of reading comprehension; they are students' difficulty in catching the meaning of a word, less motivation, low vocabulary mastery, afraid of being active, the uninteresting topic chosen by the teacher, limited media, and traditional teaching method. Roslina (2017) found out that students got difficulty in reading because of the lack of motivation, less tutoring (non-formal education), and the material that is not close to students. Next, research conducted by Choo, Y. B., & Zainuddin (2018) pointed out that many students not able to answer the question and keep quiet; they do not dare to ask the teacher. The lack of English vocabulary and they readily lost their focus when they did not get the meaning or understand the text. Last, research conducted by Andreas, Sri, Eko, and Nathan (2018),

investigated the storybook's influence on science concept comprehension through the curiosity of fifth-grade elementary school students. The research showed that the difficulty in reading due to the student could not think imaginary, hard to understand, and teacher teaching method.

Based on the research above, it is important to use media in teaching reading comprehension, and the teacher needs to consider the kinds of media used in the classroom to improve student reading comprehension. According to Brown (2004), using various media in teaching English attracts attention and helps students understand the material properly. Richard and Rodgers (1986) said that students are supposed to study a second language enjoyably. Teaching English for second language students' needs to use reflected material. Then the teacher needs to be aware of the methodology used in the classroom. Brown, Richard, and Rodgers agree that teaching English to second language students using various media gets much attention from students and increases student motivation in learning English. Choosing the right media will affect the understanding of learning English.

Storybook is a book that is a colorful picture to support the story of the pleasure of reading. According to Chavarro (2012), a storybook is a colorful picture story that encourages students to understand the literature by imaginary through the image. Heinsbergen (2013) proposed four storytelling benefits for students in reading; it builds vocabulary, inspires visual thinking, increases engagement, and deliver fun. Thus, a storybook is a book intended for children and that colorful picture. It makes the students comprehend their reading properly by imaginary on each page of the story.

The treatment of storybooks on first-grade students appropriates because of their status of pre-teenage. Pre-teenager means the first-grade student still the level of kids or children who are moving to the extent of a teenager and categorized as a teenager who is not mature yet.

METHOD

This research used a pre-experimental design to evaluate the influence of a variable on one group. This pre-experimental research is designed to find out the effective or not storybook treatment on student's reading comprehension through pre-test and post-test. In collected the data this research used two instruments there were reading comprehension test and student's opinions on storybook for reading comprehension questionnaire.

Table 1
Group pre-test and post-test design

Group	Pre-test	Treatment	Post-test
Experiment	Y1	X	Y2

RESULT AND DISCUSSION

The data of this research included the data of storybooks on student's reading comprehension and student's opinion on storybook for reading comprehension questionnaire.

A. Research Finding
1. Reading comprehension test

Table 2

The result of students' pre-test and students' post-test

Test	N	Max	Min	Sum	Mean	SD	Var
Pre-test	23	66	27	1109	48,22	10,96	120,14
Post-test	23	93	69	1924	83,6627141	6,94	48,20

Based on the table above it can be seen the data after six treatments of the storybook. The table presents that the maximum student's score on the pre-test was 66 and the minimum score was 27. Meanwhile, the maximum student's score on the post-test was 93 and the minimum level was 66. Comparing the mean score on pre-test was 48.22 and the mean score of post-test was 83.66. Furthermore, the significant difference of students pre-test was 10.96 while the post-test score was 6.94. Meanwhile, the variance of students pre-test was 120.1 and the post-test was 48.20.

2. Hypothesis Testing

Hypothesis testing is aimed to shows the significant difference between pre-test and post-test. The hypothesis analyzed by using paired t-test in SPSS 22.

Table 3
Paired samples statistics
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	48.2213	23	10.96074	2.28547
	Posttest	83.6627	23	6.94264	1.44764

Based on table above, the mean score pre-test is 48.22, while the mean score post-test is 83.66. It can be interpreted that the six treatments of storybook for reading comprehension, the students' score significantly increased.

Table 4
Paired samples test result
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-35.44137	11.71619	2.44300	-40.50783	-30.37491	-14.507	22	.000

Table 4.8 shows the statistical hypothesis of this research. The significance value (2-tailed) is less than 0.05 indicates a significant difference between pre-test and post-test. This shows that there is an influence related to the treatment given. While, if the significant value (2-tailed) is more than 0.05 indicates no significant difference between pre-test and post-test. The significant value of this research is 0.00. It can be interpreted that the Sig. (2-tailed) determine there is a significant difference from pre-test to post-test. The treatment of storybooks for student's reading comprehension is influenced.

3. Student's opinion on storybook for reading comprehension questionnaire
Table 5

The Summary Score (Mean) of student's opinion on storybook for reading comprehension

	Statement	Min	Max	Mean	Std.Deviation	Category
Building vocabulary	1-4	3,17	3,57	3,35	0,05	Very good
Increasing engagement	5-9	2,83	0,94	3,03	0,17	Good
Delivering fun	10-15	2,39	0,84	3,31	0,13	Very good
Inspiring visual thinking	16-20	2,35	0,83	3,31	0,15	Very good
All Questionnaire Statement	20	2,68	3,57	3,24	0,12	Very good

The mean score between 3,20 and 4,00 indicated that a storybook for reading comprehension is very good. Based on the table shows that the mean score of building vocabulary, delivering a fun and inspiring visual thinking is more than 3.20 and less than 3,19 as very good. Inspiring visual thinking is the only stage categorized as good. The highest mean score of this stage is building vocabulary (M=3,35), then followed by delivering a fun and inspiring visual thinking (M=3,31), and the lowest score stage is increasing engagement (M=3,03).

B. Discussion

This research aims to find out the effectiveness of storybooks on student's reading comprehension and on first-grade students of SMPN 2 Padang Panjang. This research also aims to find out students' opinion on storybook for reading comprehension. Based on the pre-test and post-test data collected, a storybook on student's reading comprehension was effective to enhance student's comprehension of reading. Before giving the treatments of storybook, the researcher did the pre-test to know the student's prior knowledge. The students' pre-test score was 48.22. Then, the researcher did the post-test after giving six treatments of storybook for student's reading comprehension. The students' post-test score was 83.66.

Furthermore, the researcher distributed a questionnaire of student's opinions on storybook for reading comprehension. There were 20 items of the questionnaire related to student's opinion on storybook for reading comprehension. Based on the data collected, students strongly agree that storybook benefits to builds their vocabulary which is "Kosa kata saya bertambah setelah membaca teks Bahasa Inggris pada storybook". Students also agree that storybook benefits to increase engagement which is "Saya menikmati pembelajaran membaca teks Bahasa Inggris menggunakan storybook". Then, students strongly agree that storybook delivers fun, the statements are "Saya tertarik membaca teks Bahasa Inggris pada storybook karena penuh warna dan gambar", "Warna dan gambar pada storybook maningkatkan minat baca saya", and "Saya mudah memahami teks Bahasa Inggris menggunakan storybook. Last, students also strongly agree that storybook useful to inspire their visual thinking; the statement is "Saya senang menggunakan storybook dalam membaca teks Bahasa Inggris karena mampu mendorong saya untuk berpikir imajinatif dan kreatif".

The result of this research is also supported by the prior researches. First, a research conducted by Chavarro (2017), the research is about the effect of picture storybook. Based on his research, storybook was affected on some positive way; storybooks create a pleasure environment in reading, allowed students to have an active, improve vocabulary, increases understanding of ideas that appeared in the storybook, and motivated students by its pictures in each pages. Comparing with this research, this research was used predict

and preview strategy to enhance student's comprehension, while his research used interactive reading aloud strategy. Similarly, this research also found that storybook; improve vocabulary mastery, and delivers pleasure environment while reading an English text.

Second, a research was done by Restanto (2016), his research found storybook can be used as a media on improving students vocabulary mastery, comprehend the new vocabulary, and helps students to understand the moral value in narrative reading. Comparing in this research, the researcher also used storybook media to increase students reading comprehension. Then, the researcher also used prediction for students to guessing what will happen in the story and directed students to look at the pictures in detail to find out some clues. Last, the researcher

Otherwise, during this Covid-19 outbreak, students are not allowed to go to school so the researcher put all of the members of the experimental class in a WhatsApp group. There are some limitations appeared in this research; wasted time to gather the students in complete on the WhatsApp group and late response by students.

CONCLUSION

Teachers can use storybooks to teach reading comprehension for some reasons. First, it is effective to increase students' reading comprehension. The hypothesis was calculated by using SPSS 22 with the significant value is 0.05. The significant value of this research is 0.00 that can be interpreted that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) was accepted. Second, a storybook benefits on students' reading comprehension. The data questionnaire was analyzed by using the Pearson Product formula. The mean score between 3,20 up to 4,00 indicated that a storybook is very good for reading comprehension. The totals mean score was 3.37 that can be interpreted as very good. In conclusion, this research proved that storybook is effective on students' reading comprehension.

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