

**TEACHING READING NARRATIVE TEXT USING
PICTURE STORY BOOKS THROUGH SHARED
READING METHOD TO IMPROVE STUDENTS'
COMPREHENSION**

THESIS

Submitted as a Partial Requirements for the Undergraduate
Degree in English Education Department



By:

Khaerotun Nisa

1803046071

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO

SEMARANG

2022

THESIS STATEMENT

I am a student with the following identity:

Name : Khaerotun Nisa

Student Number : 1803046071

Department : English Education

Certify that this thesis entitled:

**TEACHING READING NARRATIVE TEXT USING
PICTURE STORY BOOKS THROUGH SHARED
READING METHOD TO IMPROVE STUDENTS'
COMPREHENSION**

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Khaerotun Nisa

MOTTO

Education is the passport to the future, for tomorrow belongs to
those who prepare it today

Malcolm X

The more that you read, the more things you will know. The more
you learn, the more places you'll go

Dr. Seuss

Once you learn to read, you will be forever free

Frederick Douglas

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In the name of Allah, the Most Gracious, the Most Merciful.

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A handwritten signature in black ink, appearing to read 'Khaerotun Nisa', written in a cursive style.

Khaerotun Nisa



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identity:

Title : Teaching Reading Narrative Text Using Picture Story Books
Through Shared Reading Method to Improve Students'
Comprehension
Name : Khacerunn Nisa
Student Number : 1801046071
Department : English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 10 October 2022

THE BOARD OF EXAMINERS

Chairperson,

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP: 19650614 199203 2 001

Examiner I,

Agus Mubhar, MA., PhD.
NIP: 19830801 201903 1 007



Secretary

Lulut Widyaningrum, M.Pd
NIP: 19800803 200901 2 010

Examiner II,

Sayyidatul Fadlilah, S.Pd.I., M.Pd
NIP: 19810908200710 2 001

Advisor,

Dra. Nuna Mustikawati Dewi, M.Pd
NIP: 19650614 199203 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024-7601295, Email: ftk@walisongo.ac.id, Website: ftk.walisongo.ac.id

ADVISOR NOTE

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **Teaching Reading Narrative Text Using Picture Story Books
Through Shared Reading Method to Improve Students'
Comprehension**
Name of : Khaerutan Nisa
Student
Student Number : 1803046071
Department : English Education

I state that the thesis is ready to be submitted to the Islamic Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munasqiyah session.

Wassalamu'alaikum wr. wb.

Semarang, 20 September 2022

Advisor,

Dra. Nuna Mustikawati Dewi, M. Pd.
NIP. 196506141992032001

ABSTRACT

Title : Teaching Reading Narrative Text Using
Picture Story Books Through Shared
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Comprehension
Name : Khaerotun Nisa
Students number: 1803046071

Teaching reading to young learners in Indonesia still has many difficulties due to the lack of students' reading habits. The narrative story is one way to improve young learners' reading skills. A related aim of the current study was to specify which content of pictures is most helpful in understanding the narration. In this study, the writer tried to conduct the shared book reading method in teaching reading narrative text. This research is quantitative research with a pre-experimental design as the research method for analyzing and collecting the data. This research was conducted to know whether there is a significant improvement in students' reading skills before and after they are taught picture story books reading. The researcher used one group pre-test and post-test design. At last, researchers conclude that the use of picture story books to teach narrative text is affect the students' reading comprehension. It is proven by the students' mean score on the post-test greater than their mean score on the pre-test.

Keywords: *teaching reading, young learners, picture storybooks, shared reading*

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CHAPTER I

INTRODUCTION

This chapter deals with the introduction of the study and consists of the background of the study, the research question, the objectives of the study, and the significance of the study.

A. Background of The Study

Teaching reading is a complex process. The most effective teachers have a broad knowledge base and a toolkit of tactics for coping with challenging students. Teaching reading in the classroom involves passing on knowledge from the teacher to the students while utilizing a specific method, strategy, and subject matter to help them become proficient readers. Here, the focus of this research is young learners.

Teaching reading to young learners is different from teaching adults. According to Klein (2005), young children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them. In addition, Ashworth and Wakefield (2005) claim

that all young children are highly motivated to learn a language.¹

Besides that, teaching reading for EFL students is quite hard. They were not only not interested in reading but also could not take the meaning of the reading text. Young learners have just a little vocabulary. The students need the teacher's guidance in reading and interpreting it word by word. According to Montag, Jones & Smith (2015), Young children might have difficulties in understanding a text especially story text due to sophisticated words and complex grammar that are rare in daily conversation.²

Harmer said that young learners are curious, like to seek teacher approval, tend to be bored very easily, and do not like sitting and listening for a long time.³ Students especially young students are more enthusiastic about learning when the method or approach conveyed by the teacher is interesting. They like something that is not

1 Lingga Suganda, 'Teaching Reading for Young Learners in Efl Context', *Journal of English Literacy Education*, 2.2 (2015), 116–25.

2 Zsolia K. Takacs and Adriana G. Bus, 'How Pictures in Picture Storybooks Support Young Children's Story Comprehension: An Eye-Tracking Experiment', *Journal of Experimental Child Psychology*, 174 (2018), 1–12
<<https://doi.org/10.1016/j.jecp.2018.04.013>>.

3 Suganda.

monotonous. So that when they like learning, in this case, reading, they will more easily understand the content of the text they read.

However, their teacher's admiration and proper notice will inspire them to take action. They also need to be involved in something active that their teacher appreciates, and they need activities to change frequently.

Vester said that young learners might prefer either visual (seeing), auditory (hearing), kinesthetic (moving), or tactile (touching) ways of learning. These learning styles will then lead to different approaches or methods used by a teacher in the classroom.⁴

The narrative story is one way to improve young learners' reading skills. Story reading with our students is both a fun and valuable educational activity. The learners are active in the learning process. Children are trained to think imaginatively while listening to how the author describes the setting, characters, and events in the story. This time together helps our child develop language skills and a love for books. More than that, children are taught to focus their attention on a certain topic so that if they will be more

⁴ Suganda.

involved in brainstorming or complicated emergence, they will have no difficulties.

Young children might have difficulties in the understanding narrative in storybooks. A congruent picture contributes substantially to children's story retelling. More so than a picture that was incongruent with the narration. Children explore pictures in a way they can maximally integrate the narration and the picture. As we know nowadays, children usually feel bored with the lesson and they find it difficult to accept the material explained by the teacher. That happens when they only have a little vocabulary. The researcher used a 'Shared book reading experience' to attract the students' attention. It may be the way they develop their vocabularies.

Providing instruction about picture-book vocabulary is an effective way to support preschoolers' word learning. Often the instruction occurs while the book is being read, however, this may increase cognitive load compared to providing vocabulary instruction before or after the book is read. If instruction provided during the story increases cognitive load, children might rely more on ancillary cognitive abilities to successfully learn the words and understand the storyline (Jimenez R. & Saylor M., 2017).

In this study, the writer tried to conduct the shared book reading method in teaching reading narrative text. The shared book experience is an interactive reading experience that happens when children join or share large book readings or something enlarged text while being guided and supported by a teacher or other experienced reader. Shared books experience has benefits in the learning and teaching process, especially for young learners. In general, teachers will provide opportunities for students to show their ideas about the reading experience without intimidating them. Children will be more interested in what they see in front of the class, that is the large-colorful book.

Shared reading has been defined as an active method of reading books that engage children with a story through book-related conversations, such as the teacher asking questions or making comments (Hindman, Wasik, & Erhart, 2012; Milburn, Girolametto, Weitzman, & Greenberg, 2014).

A study was discovered by Chaparro-Moreno L. J., Reali F., & Maldonado-Carreno C. (2017) with a study about Wordless picture books boosting preschoolers' language production during shared reading. Collaborative book reading improves the language and literacy skills of

preschoolers. Little is known, however, regarding the significance of book characteristics in children's spontaneous language output and teachers' instructional support, especially the role of using wordless picture books versus books with text. They recorded thirteen Colombian teachers reading to groups of children (ages 43–55 months) during Spanish-language reading sessions using a wordless picture book (condition 1) and a prototype storybook with text (condition 2). The books were matched in terms of page length, genre, and theme. A within-subject experiment design was used: groups of teachers and children read both books in different sessions and the order of sessions was counterbalanced across groups. Using Computerized Language Analysis, we discovered that in the wordless-picture-book condition, children formed far more word tokens, word types, and utterances, and teachers displayed higher levels of instructional assistance (CLAN).⁵

A related aim of the current study was to determine whether students' reading skills improved when they read using a large picture storybook. The use of large books is

⁵ Leydi Johana Chaparro-Moreno, Florencia Realí, and Carolina Maldonado-Carreño, 'Wordless Picture Books Boost Preschoolers' Language Production during Shared Reading', *Early Childhood Research Quarterly*, 40 (2017), 52–62 <<https://doi.org/10.1016/j.ecresq.2017.03.001>>.

expected to focus students' attention on the text read by the research.

B. Research Question

The study's research question is: Does teaching reading using picture story books through a shared reading method improve students' reading comprehension of the narrative text?

C. The Objective of The Study

This research is expected to fulfill the research objectives as follows: To find out the improvement of students' reading comprehension by reading picture story books through the shared reading method.

D. The Significance of The Study

The significance of the study is expected by the writer to be able to give the benefits as follows:

1. Theoretically
 - a. The result of this research can be used as a reference for those who want to carry out research using a storybook.
 - b. The result of this research can be advantageous in the English teaching-learning process.

2. Pedagogically

The result of the study gives information on knowledge about teaching reading narrative using picture story books that can be used for improving the students' comprehension.

3. Practically

a. For students of the English Department

The result of this research can support the students' reading comprehension. Teaching reading uses this strategy permits students to make decisions about each other's work and decide what constitutes "good work".

b. For the teacher

This research can give useful information and contribution to the teacher. The teacher can use the picture story book to improve students' comprehension of reading narrative text.

c. For the writer

From the result of this research, the writer hopefully can take and give the benefits of this research to many people.

E. Limitation of The Study

This study needs the scope to limit the information the researcher conducted, and the limitation of this study as follows:

1. This study is focused on improving students' reading narrative comprehension by using picture story books for the fifth-grade students of SD Muhammadiyah 01 Comal.
2. This study focuses on using the Shared Book Experience approach to improve the student's reading comprehension of fifth-grade students of SD Muhammadiyah 01 Comal.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the topics in this research sourced from books, journals, and articles to understand the concepts and theories related to the topics in this research.

A. Previous Studies

In this section, the researcher shows the results of some similar studies reviewed. The following studies offer discussion related to the topic discussed in this thesis. They are:

First, A study was written by Chia-Ning Liao, Kuo-En Chang, Yu-Ching Huang, and Yao-Ting Sung (2020) with a study about Electronic storybook design, kindergartners' visual attention, and print awareness: An eye-tracking investigation. Sixty-one Taiwanese youngsters aged 4–5 years old were the study's participants. The study lasted six weeks: one week for the pretest, four weeks for the intervention, and one week for the posttest. The kindergartners were divided into three groups after the pretest: standard tale, highlight synchronization (implicit instruction), and print conversation (explicit instruction). The impact of an electronic storybook's design on how much

attention is devoted to the print of a storybook was investigated using an eye-tracker to measure kindergarteners' print awareness, receptive vocabulary, and visual attentiveness. Traditional storybooks, highlight synchronization, and print conversation were the three types of storybook designs studied in this study. This quantitative study found that pictures are more appealing than print, which implies that in the pretest stage when all of the kindergarteners were reading the traditional version of the electronic storybook, they looked at the picture area faster and longer than the print area. When the children were exposed to the various storybook designs for four weeks, they did not continue to gaze at the point when the designs were removed in the posttest stage. While shared reading has traditionally been an oral language activity, the authors suggest that future electronic storybooks designed for parents or teachers who want to improve their children's print awareness include optional features such as those that synchronize the reading of the words with dynamic highlighting or add direct discussions of the print based on the findings of this study.⁶

⁶ Chia Ning Liao and others, 'Electronic Storybook Design, Kindergartners' Visual Attention, and Print Awareness: An Eye-

Second, A study was found by Takacs, Z. K., & Bus, A. G. (2018) with study about How pictures in picture storybooks support young children's story comprehension: An eye-tracking experiment. 41 children (mean age = 64 months, range = 50–81) listened to brief stories in four circumstances in a within-participant design. In all conditions, written text was present on the screen (similar to a typical storybook experience). Still, it was combined with other sources of information: (a) only oral narration, (b) oral narration and a picture that was congruent with the narration, (c) oral narration and an incongruent picture, and (d) only a picture but no oral narration. An eye-tracker was used to record the children's eye move they were staring at the screen. The study used a within-participant experimental design in which every child participated in all four conditions. A key finding was that a coherent picture with the narration contributed significantly more to children's story retellings than a picture that was incongruent with according to eye-tracking data, children investigated visuals in such a way that they could fully combine the narration and

the picture. The implications of interactive reading and the picture book format are examined.⁷

Third, The other study was discovered by Chaparro-Moreno L. J., Reali F., & Maldonado-Carreno C. (2017) with study about Wordless picture books boosting preschoolers' language production during shared reading. Collaborative book reading improves the language and literacy skills of preschoolers. Little is known, however, regarding the significance of book characteristics in children's spontaneous language output and teachers' instructional support, especially the role of using wordless picture books versus books with text. They recorded thirteen Colombian teachers reading to groups of children (ages 43–55 months) during Spanish-language reading sessions using a wordless picture book (condition 1) and a prototype storybook with text (condition 2). (condition 2). The books were matched in terms of page length, genre, and theme. A within-subject experiment design was used: groups of teachers and children read both books in different sessions and the order of sessions was counterbalanced across groups. Using Computerized Language Analysis, we discovered that in the wordless-picture-book condition, children formed far

⁷ Takacs and Bus.

more word tokens, word types, and utterances, and teachers displayed higher levels of instructional assistance (CLAN).⁸

Fourth, a study was found by Satriana M., Heriansyah M., & Maghfirah F. (2021) with study about The use of shared reading books in Indonesian early childhood. The collaborative reading tasks employing unrepresented book technologies are described in this article. The authors seek to describe a qualitative case study research on the children of communal reading assignments using interactive book media to stimulate early children's development in language, cognitive, and motor skills due to the relevance of stimulating components of child development. The study included ten early childhood education teachers and 65 children (38 girls and 27 boys) from five private Indonesian early childhood education facilities. Interviews with teachers, classroom observation, and student documentation were used to gather data for this study. The findings demonstrate that reading books together in Indonesia utilizing interactive book media can boost children's verbal, cognitive, and motor development, according to our qualitative content analysis. This study offers an exciting chance to expand our understanding of collective reading

⁸ Chaparro-Moreno, Reali, and Maldonado-Carreño.

tasks using various book media, which includes a variety of additional activities that are very helpful in promoting children's development, notably language, cognitive, and motor development.⁹

The fifth study was written by Handayani S., Youlia L., Febriani B., & Syafryadin (2020) about the use of digital literature in teaching reading narrative text. The use of digital literature in teaching reading narrative text in a Ciamis State High School. This study aims to determine how teachers use digital literature in teaching reading narrative text and how students perceive utilizing digital literature in teaching reading narrative text. As a result, the purposive sample was conducted with one English teacher and one class of eleventh-grade pupils. In addition, the author employed a case study as her research methodology and performed classroom observations to see how the instructor used digital literature in teaching narrative text. The survey aimed to determine how students felt about using digital literature to teach reading narrative material. The study's findings revealed that the teacher successfully adopted the

⁹ Malpaleni Satriana, Masnurrima Heriansyah, and Febry Maghfirah, 'The Use of Shared Reading Books in Indonesian Early Childhood, *Education 3-13*, 0.0 (2021), 1–12 <<https://doi.org/10.1080/03004279.2021.1912134>>.

usage of digital literature in the teaching and learning process. Furthermore, many students were influenced by the use of digital literature in teaching and learning activities. Students, for example, found it enjoyable and became more engaged in class. It may be stated that using digital literature made it easier for pupils to understand the narrative material. Finally, the author recommends that an English instructor use digital literature to teach narrative text reading during the learning process.¹⁰

The last is a study discovered by Firmansyah D. (2018) about the study about Analysis of language skills in primary school children (study development of child psychology of language). The researchers discovered various cases of children aged 6 to 12 years old who are still in primary school with variable language ability. According to child development multipley, the findings are influenced by various elements that are directly or indirectly related to the child's life. As a result of this background, the researchers analyzed the findings of observations of primary school children aged 6 to 12 years, with the research object chosen randomly. According to the data gathered by the

¹⁰ Sumi Handayani, Lilies Youlia, and R Bunga Febriani, 'Artikel 11 - Copy', 3.2 (2020), 65–74.

researcher, primary school-age children show significant variances in their capacity to talk in the classroom versus outside of the classroom.¹¹

In this research, the writer would like to use the Inquiry-Based Learning model. The inquiry learning model is a learning activity that allows students to ask questions, conduct investigations or searches, experiments, or research independently to get the knowledge they need. In this model, students are directed to be able to find out for themselves the material presented in learning by asking questions and self-investigation.

The focus of inquiry-based learning is on the learner's responsibility for discovering knowledge that is new to them.¹²

The method used in this study is the student center, where the teacher pays attention to the needs of students, and follows the learning process as the students want. As

¹¹ Dida Firmansyah, 'Analysis of Language Skills in Primary School Children (Study Development of Child Psychology of Language)', *PrimaryEdu - Journal of Primary Education*, 2.1 (2018), 35 <<https://doi.org/10.22460/pej.v1i1.668>>.

¹² Margus Pedaste and others, 'Phases of Inquiry-Based Learning: Definitions and the Inquiry Cycle', *Educational Research Review*, 14 (2015), 47–61 <<https://doi.org/10.1016/j.edurev.2015.02.003>>.

mentioned above, the learning media that the writer will use is the shared reading method. The writer will provide a large picture storybook in the learning process.

B. Theoretical Reviews

In this section, the writer provided information related to the topic of the research, which are teaching English for foreign languages, teaching reading to young learners, teaching reading of the narrative text for young learners, picture story books in teaching reading for young learners, and teaching reading to young learners using shared reading.

1) Teaching English as Foreign Language

Teaching English as a foreign language, especially for young learners is known to be the most favorable for learning. According to Suganda, Millions of EFL children are learning reading as part of learning English, and thousands of EFL teachers are searching for an approach to teaching reading that will work most effectively.¹³ Imitating the abilities of a child, natural curiosity, and the need for new knowledge contribute to overcoming the challenges facing

¹³ Suganda.

foreign language learning.¹⁴ Nowadays, English is offered in primary and even in pre-school education. It is important to keep in mind that every child has an internal motivation to learn a foreign language, and it is the responsibility of teachers to increase that motivation.

Young students at the beginner level are naturally curious about all new things. Their minds and memories are uncluttered; they have no fear of the unknown.¹⁵

In a foreign language lesson with young learners, no matter which method we use, we come across the same problem: children tend to rely on the patterns of their native tongue (which they are also still learning to use correctly). On the other hand, once they learn a few words, they are ready to communicate, to talk.¹⁶

The earlier students are the better in language education with the appropriate use of various methods

¹⁴ Elena Stakanova and Elena Tolstikhina, 'Different Approaches to Teaching English as a Foreign Language to Young Learners', *Procedia - Social and Behavioral Sciences*, 146 (2014), 456–60 <<https://doi.org/10.1016/j.sbspro.2014.08.154>>.

¹⁵ Stakanova and Tolstikhina.

¹⁶ Stakanova and Tolstikhina.

and materials that appeal to learners' interests. Most children are eager to get new experiences including learning a new language.¹⁷ Children must engage in practical activities to make learning fun. Ninsuwan said the fact is that the skill of reading is necessary among EFL learners since they must comprehend not only vocabulary but also techniques in learning English.¹⁸

Elementary students are young English learners that should be facilitated well in their learning (English) by using a good strategy. Hopefully, they can master the message of the teachers' materials because English is not their first language. It means that teaching strategy is very useful in bridging students to understand and comprehend the material.¹⁹

¹⁷ Nuriye Degirmenci Uysal and Fatih Yavuz, 'Teaching English to Very Young Learners', *Procedia - Social and Behavioral Sciences*, 197.February (2015), 19–22 <<https://doi.org/10.1016/j.sbspro.2015.07.042>>.

¹⁸ Pimanmas Ninsuwan, 'The Effectiveness of Teaching English by Using Reading Aloud Technique towards EFL Beginners', *Procedia - Social and Behavioral Sciences*, 197.February (2015), 1835–40 <<https://doi.org/10.1016/j.sbspro.2015.07.243>>.

¹⁹ Alma Prisilya, '[English for Young Learners- Syllabus]', 1 (2015), 1–2.

2) Teaching reading to young learners

The teaching of English to young learners brings several challenges most of which stem from the characteristics of young learners that are different from those of older learners (Cameron, 2003).²⁰

Very young learners create their learning by engaging with their environment and are active in their learning process by exploring immediate settings.²¹

Teaching young learners is different from teaching adults. According to Klein (2005, p.12), young children tend to change their mood every other minute and find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them. In addition, Ashworth and Wakefield (2005) claim that all young children are highly motivated to learn a language.²²

There are various topics covered in the teaching and learning of English, some of which are fundamental language skills including reading,

²⁰ Arda Arikan and Hayriye Ulaş Taraf, 'Contextualizing Young Learners' English Lessons with Cartoons: Focus on Grammar and Vocabulary', *Procedia - Social and Behavioral Sciences*, 2.2 (2010), 5212–15 <<https://doi.org/10.1016/j.sbspro.2010.03.848>>.

²¹ Uysal and Yavuz.

²² Suganda.

writing, speaking, and listening. Students must learn reading. Students' vocabulary, reading, spelling, and writing skills all improve from reading.

Teaching reading comprehension is helping children to comprehend the text and providing them with many opportunities to practice it. Teaching reading is a complex process. The best teacher develops an extensive knowledge base and draws on a repertoire of strategies for working with struggling students.

The ability to read can be evaluated from the student's score with a few criteria. The first step is word identification, and the second is language use and incorporation of words into messages. Reading ability can be broken down into several different categories, starting with visual input, continuing to words or letters strung together, and finally creating the activation of single and multiple letters perceptually.

The greatest time for students to develop language characters is when they are in elementary school, as opposed to middle school or adolescence.

In teaching reading, there were four aspects in teaching that the teacher should know, namely:

1. Teacher

According to Grabe (1986:44), the roles of the teacher in teaching reading were to increase the student's motivation, build students' confidence, ensure continuity and systematic, show involvement, and demand performance. From the statement above, the role of the teacher in teaching reading was significant. The teacher should know the problem of the students. So, they can increase their reading comprehension skill and achievement.

2. Students

Students were the most essential aspect that the teacher should pay attention to. The teacher also should motivate the students in teaching reading. Shepherd as quoted by Minarti (2008:8) states that the students feel lazy and also had low motivation in learning reading they 12 felt tough to comprehend the text. So, in this case, the teacher should motivate the students and improve the technique in teaching reading.

3. Material

Setiyadi et al (2007:5) stated that reading material was essential for the teacher to reflect

on the reading materials or the texts their students were asked to read.

4. Technique of Teaching

It was essential for the teacher to give a useful and relevant technique in teaching. The technique can be valid to the student's skills, especially their language skills. The teacher also should find a good technique to make teaching and learning possible. The material was essential for the students while they comprehend the text. In the next subchapter, the material in teaching reading would be explained clearly.

3) Teaching reading of Narrative Text to young learners

The reading abilities of young students can be enhanced by using narrative stories. Reading stories to our children is enjoyable and beneficial for their education. Young learners actively participate in their education. According to how the author depicts the setting, characters, and events in the story, children are taught to use their imaginations while listening to or reading the story.

A narrative describes a series of events, typically presented chronologically. The text aims' is to amuse or entertain readers or listeners with the tale.

When it comes to understanding students with diverse languages, ethnicities, races, and economic circumstances, teacher education rests on a foundation of inherited stories that often echo and further shape unexamined grand narratives and deficit model thinking: “Few factors inside a classroom directly confront the stories that teachers tell themselves about their pupils” (Florio-Ruane & DeTar, 2001, p.47).²³

Stories have emerged as a crucial tool for providing a natural, engaging context for language learning as more young learner teachers adopt classroom practices that prioritize teaching the whole child. However, we are accomplishing much more than just teaching children English when we read to them. We are fostering their imagination, learning

²³ N. Eleni Pappamihel, Denise Ousley-Exum, and Albert Ritzhaupt, ‘The Impact of Digital Stories on Preservice Teacher Beliefs about English Language Learners’, *Teaching and Teacher Education*, 67 (2017), 171–78
<<https://doi.org/10.1016/j.tate.2017.06.014>>.

about other cultures, and imparting knowledge of the global community. Additionally, a variety of linguistic, psychological, cognitive, social, and cultural skills are developed through story-listening and participation. So it only makes sense to incorporate storytelling with your English language learners on a regular basis.

Long passages of text are frequently used in narrative literature, and the students should be able to understand them. However, the students frequently find it boring and challenging to comprehend. As a result, the kids weren't motivated to learn how to read and interpret narrative materials. While reading is the most fundamental requirement for obtaining any information.

Young children might have difficulties in the understanding narrative in storybooks. A congruent picture contributes substantially to children's story retelling. More so than a picture that was incongruent with the narration. Children explore pictures in a way they can maximally integrate the narration and the picture.

Rance-Roney (2010) highlighted the visual elements inherent to digital literacy that can engage DLLs with the abundant and culturally situated symbols abundant in contemporary life. Digital storytelling typically incorporates seven elements: point of view, dramatic question, emotional content, author voice, music, economy (length), and pacing (rhythm).²⁴

4) Picture story book in teaching reading for young learners

A picture book is a book, usually for children, in which the drawings play an equal or greater role in explaining the tale than the words do. In picture books, artwork can be found on every page or one of each set of two-facing pages. The narration and the picture can contribute to the construction of a coherent mental model of a story only when pictures are semantically strongly related to the narration.²⁵

Storybook reading is a regular activity in the preschool classroom and has many benefits for early

²⁴ Pappamihel, Ousley-Exum, and Ritzhaupt.

²⁵ Takacs and Bus.

learning (Bus, van IJzendoorn, & Pellegrini, 1995; Dickinson & Tabors, 2001; Gonzalez et al., 2014).

In a picture book, the text and graphics work together to produce a tale that is meant for the youngest readers. They aid in developing storytelling, storyline, and language awareness in young children who are unable to read yet. Every page of picture books is illustrated since viewing art aids in learning the meaning of words and the plot of a story. Takacs said in line with the assumption that children use pictures is the finding that they show a strong preference for the picture, in contrast to the written text, when they are read from a picture storybook.²⁶ By providing visual signals to the meaning of the words on a page, visuals can assist children in contextualizing text. Additionally, since there is frequently more going on in the art than is described in the text, picture books help children develop their observational skills.

The successful student in learning English stems from English teacher competencies in designing classroom activities and in implementing an appropriate strategy in teaching English.²⁷ A good

²⁶ Takacs and Bus.

²⁷ Prisilya.

teacher should have a strategy to face the children's mood changes. Still developing students need the proper approach to learning and habitual language.

According to Paivio (2008), the human information-processing system contains two channels—an auditory/verbal channel and a visual/pictorial channel—thereby enabling simultaneous processing of visual and narrative information in short-term memory. Cross-channel connections between the mental representations of the narration and the term of the picture may, despite possible lags in vocabulary and grammar, concretize the text, thereby enabling an understanding of the narration. This leads to the first hypothesis that, at a young age, a narration alone may result in lower levels of story comprehension than a narration combined with pictures.²⁸

The creative qualities of picture books also contribute to the application of creative picture books in education. Creative picture books stimulate learners' imaginations to recombine and redefine a variety of plain graphic images and

²⁸ Takacs and Bus.

thereby creating the required characters in the story.²⁹

In this study, the writer tried to conduct the shared book reading method in teaching reading narrative text. The shared book experience is an interactive reading experience that happens when children join or share large book readings or something enlarged text while being guided and supported by a teacher or other experienced person reader. Shared books experience has benefits in the learning and teaching process, especially for young learners. In general, teachers will provide opportunities for students to show their ideas about the reading experience without intimidating them. Children will be more interested in what they see in front of the class, that is the large-colorful book.

²⁹ Chih Yung Tsai, Ya Han Chang, and Chia Lun Lo, 'Learning under Time Pressure: Learners Who Think Positively Achieve Superior Learning Outcomes from Creative Teaching Methods Using Picture Books', *Thinking Skills and Creativity*, 27 (2018), 55–63 <<https://doi.org/10.1016/j.tsc.2017.11.003>>.

5) Teaching reading for young learners using Shared reading

Shared reading as an educational technique can be used to teach decoding, fluency, comprehension, and vocabulary. It is appropriate for students at any grade level. When the teacher and students can perceive the words of the book, it is called shared reading. The text is read aloud by both the students and the teacher. Even if the children cannot read along with the teacher, they can hear the words said as their gaze follows the text. Huge books with large types, known as big books, are used with small groups of pupils in the elementary grades so that everyone can view the artwork and text. The teacher can also maintain control over the students' concentration and ensure that they are paying attention. Shared reading is a type of interactive reading in which students participate in or share the reading of a book or other text while being directed and supported by a teacher. The teacher actively demonstrates proficient reader qualities, such as fluency and expression in reading. Students can be interested in the text in a reading capacity by employing a shared reading technique.

Shared reading has the potential to promote a wide range of language skills that are important for reading acquisition (Grolig, L., Cohrdes, C., Tiffin-Richards, S., & Schroeder, S. 2020).

Shared reading has been defined as an active method of reading books that engage children with a story through book-related conversations, such as the teacher asking questions or making comments (Hindman, Wasik, & Erhart, 2012; Milburn, Girolametto, Weitzman, & Greenberg, 2014).

Shared reading is part of a suite of practices the teacher can use to support the teaching of reading. It is located at the higher end of teacher support in the Gradual Release Model (Duke and Pearson, 2002).

The reading begins with a focus on meaning and enjoyment. The teacher can next reread the material to explicitly show reading skills and engage in problem-solving using meaning, structure, and visual information once knowledge has been established.

Lucy F Clemens and Cornelia A T Kegel state that book sharing is most powerful because it elicits more

interactive talk in young children than in other activities.³⁰

³⁰ Lucy F. Clemens and Cornelia A.T. Kegel, ‘Unique Contribution of Shared Book Reading on Adult-Child Language Interaction’, *Journal of Child Language*, 48.2 (2021), 373–86 <<https://doi.org/10.1017/S0305000920000331>>.

CHAPTER III

RESEARCH METHODOLOGY

The methodology and methods employed in this study are explained in this chapter. The researcher describes the location and the purpose of this investigation. This chapter also describes the sources of the data, the method of data analysis, and data verification.

A. Research Setting and Time

This research will be held at SD Muhammadiyah 01 Comal, Pemalang. It is located at Jl. Desa Purworejo, Comal, Pemalang. This research will be held From August 8th – Sept 13th, 2022. The population of this research is all students in fifth grade. The sample of this research is students of 5B.

After getting the permission letter, the researcher did the pre-research that was used to validate the item of the test. The pre-research was done on August 8th-10th. The result of the validation is the items are valid, so the researcher used the item of pre-test and post-test on the research.

B. Research Design

In conducting research, especially quantitative research, one important step is making a research design.

Research design is essentially a strategy to achieve the research objectives that have been set and acts as a guide or guide for researchers throughout the research process.³¹

The research design in this study is a quantitative research using a pre-experimental research design that uses one group pre-test and post-test. A quantitative research method is one type of research whose specifications are: systematic, well-planned, and structured from the very beginning of this research design. Another definition states that quantitative research is a much of research that demands the use of numbers, starting from data collection, interpretation of the data, and appearance after the conclusion of the research, it would be better if accompanied by pictures, tables, graphs, or other displays.³²

Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of an introduction,

³¹ M.Kes Dr. SKM, Sandu Siyoto and M.A. Sodik M. Ali, 'Dasar Metodologi Penelitian Dr. Sandu Siyoto, SKM, M.Kes M. Ali Sodik, M.A. 1', *Dasar Metodologi Penelitian*, 2015, 1–109.

³² Dr. SKM, Sandu Siyoto and Ali.

literature, theory, methods, results, and discussion. Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing hypotheses deductive, building in protections against bias, controlling for alternative or counterfactual explanations, and being able to generalize and replicate the findings.³³

According to Sugiyono, quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism and are used to research a population or sample certainly. The sampling technique is generally done randomly, data collection uses research instruments, and data analysis is quantitative/statistical to test the established hypothesis.³⁴

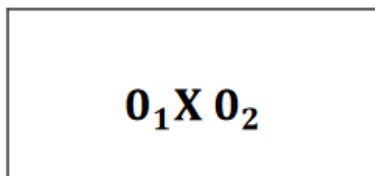
The researcher used a pre-experimental design in this research. Sugiyono said that experimental research is carried out in the laboratory while qualitative naturalistic research is carried out under natural conditions. In experimental research, there are treatments, whereas in naturalistic research there is no treatment. Thus the experimental

33 W John Creswell and J David Creswell, *Research Design: Qualitative, Quantitative And Mixed Methods Approaches*, Journal of Chemical Information and Modeling, 2018, liii.

34 Prof. Dr.Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, 2016, xv.

research method can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions.

This research design is a pre-experimental One-Group Pretest-Posttest Design type. In this study, the results of the treatment can be known more accurately, because they can compare with the situation before being given treatment (treatment). The research design is as follows:



Description:

O₁: Pre-test

O₂: Post-test

X: Treatment

The steps in this pre-experimental design are as follows:

1. Pre-test

The pre-test was conducted in the first meeting to measure students' reading skills before treatment. The researcher

gave a reading test to the children. Then, students are expected to be able to work on questions related to the reading text that has been provided by the researcher.

2. Treatment

The researcher gave a narrative text with a big picture book and guide the learners to read the text together. The researcher guides the children picture by picture and tries to invite the children to think and guess what the story tells us about through the picture order.

3. Post-test

This post-test was conducted in the last meeting to measure students' reading skills after students got the treatment. The researcher gave a reading test with the different stories to the pre-test.

C. Source of Data

The researcher researched fifth-grade students of SD Muhammadiyah 01 Comal, Pemalang in the academic year of 2022/2023, which is located at Desa Purwoharjo, Comal, Pemalang, Central Java. The object of this research was students in the fifth grade of SD Muhammadiyah 01 Comal, Pemalang in the academic year of 2022/2023. Considering SD Muhammadiyah 01 Comal, Pemalang potentially to be researched was determined why the

researcher chose this place. Due to the preliminary the researcher has done, the researcher found that fifth-grade students of SD Muhammadiyah 01 Comal still need an improvement in reading comprehension. They have difficulty with their vocabulary and their comprehension in understanding the question given by the researcher.

For this reason, SD Muhammadiyah 01 Comal was the potential to be researched. The researcher brought fun and attractive technique for students and it proved that students got motivation in learning English based on the researcher's shared book reading method.

D. Variables and Indicators

Research variables are everything in any form determined by the researcher to be studied so that information is obtained about it, then conclusions are drawn (Sugiyono, 2005)

Variables may also be characteristics of particular scientific disciplines or pursuits. Each person has certain characteristics, such as height, weight, attitude, drive, leadership, and work ethic. An object's properties include its weight, size, shape, and color.

Variable is determined into two, dependent and independent. Dependent variables in research are those that are a result of or reliant on antecedent variables. In the meantime, variables that precede the dependent variable are referred to as independent variables. The phenomenon under research and analysis serves as the dependent variable.

According to those explanations above, this study which used the shared picture story book technique was the independent variable, while the dependent variable was students' reading ability as indicated by their score on the reading test.

There are two indicators in this research based on two variables. The indicators from the first variables, which used the shared picture story book technique are The ability of students' reading technique, how they catch the story mean, and how they answered the question based on the story. Meanwhile, the indicator for the second variable which was reading ability, is how the students choose the correct answer based on the text given by the researcher.

E. The Procedure of Data Collection

The technique of data collection in this pre-experimental design are as follows:

1. Pre-test

The pre-test was conducted in the first meeting to measure students' reading skills before treatment. The researcher gave a reading test to the children. Then, students are expected to be able to work on questions related to the reading text that the researcher has provided.

2. Treatment

The researcher gave a narrative text with a big picture book and guided the learners to read the text together. The researcher guides the children picture by picture and tries to invite the children to think and guess what the story tells us about through the picture order.

3. Post-test

This post-test was conducted in the last meeting to measure students' reading skills after students got the treatment. The researcher gave a reading test with a different story to the pre-test.

F. The Technique of Data Collection

In the analysis of the data, the data was collected through pre-test and post-test. The researcher used the formula as follows:

1. Scoring the students' correct answer pre-test and post-test

$$\text{Students' score} = \frac{\text{The number of students' correct answers}}{\text{The number of the item}} \times 100$$

(Gay, 2012)

2. Classifying the score of the students' using the following scale:

Table 3.1 Students' Score Classify

Score 91-100	Very good
Score 76-90	Good
Score 61-75	Fairly
Score 51-60	Poor
Score less than 50	Very poor

(Depdikbud, 2006)

3. Computing the frequency and the rule percentage of the student's scores:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Frequency

N = The total number of students

(Gay, 2012)

4. Calculating the collection data from the students in answering the test, the researcher used a formula to get the mean score of the students as follows:

$$\bar{X} = \frac{\sum X}{N}$$

X = Mean score

$\sum X$ = The sum of all score

N = The total number of samples

(Gay, 2012)

5. Find out the standard deviation of the student's vocabulary mastery:

$$SD = \sqrt{\frac{\sum x^2 - \left(\frac{\sum x}{N}\right)^2}{N-1}}$$

$N-1$

SD = The total square of the students' score

$\sum x$ = The total score of the students'

N = The number of students

(Gay, 2012)

6. To find the students' improvement

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

% = the students' improving

X_1 = the mean score of the post-test

X_2 = the mean score of the pre-test

7. Find out the significant difference between the score of the pre-test and post-test by using the formula:

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}}$$

$$\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}$$

$$N(N-1)$$

D = Mean score

$\sum D$ = The sum of all scores

N = The total number of students

T = Test of significance

(Gay, 2012)

8. The criteria for the hypothesis testing are as follows:

Comparison	Hypothesis	
	H ₀	H ₁
t-test < t-table	Accepted	Rejected

CHAPTER IV

RESEARCH FINDING

This chapter shows the findings and discussion of the research. The research finding covers the description of students' improvement of students reading narrative comprehension by using picture story books through shared reading methods (pre-test and post-test).

A. The Data Description

This research was conducted at SD Muhammadiyah 01 Comal Pemalang in the academic year 2022/2023. The research was conducted from August 8th Agustus to September 13th, 2022. The researcher used One Group Pre-test and Post-test Design. The object of this research was students in the fifth grade of SD Muhammadiyah 01 Comal, Pemalang in the academic year of 2022/2023.

To measure students' reading ability, the researcher used a pre-test and post-test containing 10 items with multiple choices for all participants, 18 students of fifth B grade of SD Muhammadiyah 01 Comal.

In this research, the researcher gave the students a pre-test with only story text. After doing a pre-test, the

researcher gave the students a treatment, that taught them to read narrative text by using a picture story book through the shared reading method. The next day, after taking the treatment, the researcher conducted a post-test

B. The result of The Research

1. Validity of the Instrument

The validity of the instrument is measuring instrument used to obtain the data is valid. There were 10 multiple choices with 20 respondents each for pre-test and post-test. The validity was done by the researcher using SPSS.

The result is as follows:

Table 4.1 The Result of Validity on Pre-test Items

Item	Result		Validity
	R_{count}	R_{table}	
Q1	0.848**	0,468	Valid
Q2	0.848**	0,468	Valid
Q3	0.705**	0,468	Valid
Q4	0.475*	0,468	Valid
Q5	0.475*	0,468	Valid
Q6	0.583**	0,468	Valid

Q7	0.567**	0,468	Valid
Q8	0.549*	0,468	Valid
Q9	0.495*	0,468	Valid
Q10	0.760**	0,468	Valid

There were 10 items of multiple choices and a tenth of which are valid. With those results, the tenth of multiple choices was used on the test.

Table 4.2 The Result of Validity on Post-test Items

Item	Result		Validity
	R _{count}	R _{table}	
Q1	0. 535*	0,468	Valid
Q2	0. 535*	0,468	Valid
Q3	0. 777**	0,468	Valid
Q4	0. 661**	0,468	Valid
Q5	0. 597**	0,468	Valid
Q6	0. 777**	0,468	Valid
Q7	0. 535*	0,468	Valid
Q8	0. 535*	0,468	Valid
Q9	0. 535*	0,468	Valid

Q10	0. 777**	0,468	Valid
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There were also 10 items of multiple choices which a tenth of them are valid. With those results, the tenth of multiple choices was used on the test.

The table above shows that all the pre-test and post-test data results are valid. so that all items can be used for research.

2. Reliability of the Instrumen

After the validity was done, the next analysis was to test the reliability. A good test must be valid and reliable. Besides the validity index, the researcher calculated the reliability of the test using Cronbach's Alpha. The result is as follows:

Table 4.3 The Result of Reliability on Pre-test Items

Reliability Statistics	
Cronbach's Alpha	N of Items
.816	10

Table 4.4 The Result of Reliability on Post-test Items

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.825	10

C. The Result of The Research

Table 4.5 Paired Samples Test

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest -	-	9.07485	2.13896	-	-	-	17	.006
	Posttest	6.66667			11.17948	2.15385	3.117		

The tables show that Cronbach's Alpha was 0.816 for the pre-test and 0.825 for the post-test. Data is declared reliable if Cronbach's Alpha > 0.6 . So that we can say the data of pre-test and post-test are reliable and the instrument can be conducted to the research.

Alternative Hypothesis (H_a): There is a significant effect on the students' narrative reading comprehension after they were taught by using the shared reading method.

Null Hypothesis (H_o): There is no significant effect on the students' students' narrative reading comprehension after they were taught by using the shared reading method.

Note:

H_o is rejected if $\text{sig.} < 0.05$, so H_a is accepted

H_o is accepted if $\text{sig.} > 0.05$, so H_a is rejected

Based on the output table of the t-test results, the significance(2-tailed) is 0.006, which means less than 0.05. Thus, H_o is rejected and H_a is accepted. It means There is a significant effect on the students' narrative reading comprehension after they were taught by using the shared reading method.

Table 4.6 Students' Pre-test and Post-test Score

No	Sample	Pre-test Score (X_1)	Post-Test Score (X_2)	D (X_2 - X_1)	D ²
1	Student 1	90	100	10	100
2	Student 2	90	90	0	0
3	Student 3	60	90	30	900
4	Student 4	90	100	10	100
5	Student 5	100	100	0	0
6	Student 6	100	100	0	0
7	Student 7	80	90	10	100
8	Student 8	80	100	20	400
9	Student 9	100	90	-10	100
10	Student 10	100	100	0	0
11	Student 11	80	80	0	0
12	Student 12	100	100	0	0
13	Student 13	90	100	10	100

14	Student 14	70	80	10	100
15	Student 15	90	100	10	100
16	Student 16	100	100	0	0
17	Student 17	80	90	10	100
18	Student 18	90	100	10	100
Total Score (Σ)		$\Sigma X_1=1590$	$\Sigma X_2=1710$	$\Sigma D=120$	$\Sigma D^2=2200$
Mean Score (X)		88.33	95		

Table 4.7 The Improvement of Students' Reading Comprehension Through Shared Reading Method

	N	Mean		Std. Deviation
		Statistic	Std. error	
Pretest	18	88.33	2.71	11.50
Posttest	18	95.00	4.98	21.14
Valid N (listwise)	18			

Table 4.5 showed 18 students as a sample in the pre-test and post-test. It showed a mean score of students' tests, the mean is about 88.33 in pre-test with a standard deviation of 11.50 and a standard error of 2.71. For post-test, it was 95.00 with a standard deviation of 21.14 and a standard error of 4.98. It is based on the students' mean scores on the pre-test and post-tests, where the post-test score is higher and shows a noticeable improvement over the mean score on the pre-test following treatment.

Table 4.8 The Percentage of The Students' Reading Comprehension Through Shared Reading Method

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	91-100	Very good	6	33.33%	11	61.11%
2.	76-90	Good	10	55.55%	7	38.9%

3.	61-75	Fairly	1	5.56%	0	0
4.	51-60	Poor	1	5.56%	0	0
5.	Less than 50	Very poor	0	0	0	0
		Total	18	100	18	100

The table showed about, in the pre-test, there were 6 students, or 33.33% classified into the very good category 10 students or 55.55% classified into the good category 1 student or 5.56% classified into the fairly category 1 student or 5.56% classified the poor category. Then, the table above also showed the result of the post-test. There were 11 students or 61.11% classified good category and 7 students or 38.9% classified in the good category, which means that the score and the percentage of the student's vocabulary in the post-test were better than in the pre-test because the rate percentage of the post-test was higher than the percentage of the pre-test.

D. Interpretation

Based on the output in Table 4.5 the mean of the pre-test is 88.33 and the mean of the post-test is 95.00. The significance (2-tailed) of the pre-test and post-test is 0.006. H_0 is rejected if the significance (2-tailed) is less than 0.05. $0.006 > 0.05$. Thus, H_0 is rejected and H_a is accepted. It means There is a significant effect on the students' narrative reading comprehension after they were taught by using the shared reading method. The t_{count} is -3117 and the df is 17.

Table 4.7 showed about, in the pre-test, there were 6 students, or 33.33% classified into the very good category 10 students or 55.55% classified into the good category 1 student or 5.56% classified into the fairly category 1 student or 5.56% classified the poor category. Then, the table above also showed the result of the post-test. There were 11 students or 61.11% classified good category and 7 students or 38.9% classified in the good category, which means that the score and the percentage of the student's vocabulary in the post-test were better than in the pre-test because the rate percentage of the post-test was higher than the percentage of the pre-test.

The researcher concluded that the use of picture story books to teach narrative text is affect the students'

reading comprehension. It is proven by the students' mean score on the post-test greater than their mean score on the pre-test. The use of picture story books in teaching reading narrative text can help the students to comprehend the text by seeing the picture on the large book used by the researcher. Picture books help students to think imaginatively. However, picture story books recommend improving the students reading especially in narrative text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter tells the conclusions of the research and the suggestion from the researcher to the reader

A. Conclusion

From the result of the research on teaching reading narrative text using picture story book through shared reading method at the fifth-B grade of SD Muhammadiyah 01 Comal in the academic year of 2022/2023 obtained the following conclusions: the mean of the pre-test is 88.33 and the mean of the post-test is 95.00. The significance (2-tailed) of the pre-test and post-test is 0.006. H_0 is rejected if the significance (2-tailed) is less than 0.05. $0.006 > 0.05$. Thus, H_0 is rejected and H_a is accepted. It means There is a significant effect on the students' narrative reading comprehension after they were taught by using the shared reading method. The t_{count} is -3117 and the df is 17.

The researcher concludes that the use of picture story books to teach narrative text is affect the students' reading comprehension. It is proven by the students' mean score on the post-test greater than their mean score on the pre-test.

B. Suggestion

Based on the conclusions the researcher gave some suggestions as follows:

1. For the teacher
 - a. The teacher should continuously create various strategies in giving assignments to the students.
 - b. The use of picture storybooks is one of the methods that can be considered in teaching English to have the students reading skills.
 - c. The teachers should be highly motivated to practice the use of Pictures story books.
2. For the student
 - a. The students should make reading a habit. Not only in the classroom but also in their daily life. Because the more we read, the more we know.
 - b. The students are expected to improve their intensity in reading skills using picture story books.
3. For the next researcher
 - a. The result of this research can be also used as additional references for further research.

- b. There are still many things that have to be observed by the next researcher related to the English subject in reading skills.

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Appendix 1 Lesson Planning

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan: SD Muhammadiyah 01 Comal

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : V/Ganjil

Unit : 1

Materi Pokok : Reading a Story

Alokasi Waktu : 2x30 menit (Pertemuan 1)

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang terdapat di dalam teks naratif.
2. Menemukan informasi terkait fairy tales sesuai dengan konteks penggunaanya.
3. Mampu membuat teks naratif.

2. Materi Pembelajaran

THE UGLY DUCKLING

Short Story was written by: Ana Maria Amarfil.

A long time ago, there was a mother duck that laid some eggs near the pond, but one of the eggs was different. It was big and spotted, not like the others which were small and white.

One by one all the eggs hatched. The big egg was the last one to open, and when it did, a curious baby duck appeared. He was grey and much bigger than his brothers and sisters. The rest of the ducks always made fun of him, even his brothers and sisters. He looked different and the poor duck thought that he must be the ugliest of them all.

One day, he decided to leave home and went far away into the woods. The mother duck was really sad because, even if he was different, she loved him and knew how sad the ugly duckling was. The ugly duckling walked and walked, and found many animals on his way, but none of them accepted him, until one day he found a river, with many big, beautiful birds swimming there.

Their feathers were so white, their necks so long and their wings so pretty. The little duckling looked at them. He wanted to be like them. So he ran into the river to join them. When he did so, he looked at his reflection in the water and saw a beautiful swan. He was not an ugly duckling anymore, he was a beautiful white swan!

3. Metode Pembelajaran
Shared book reading experience
4. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan awal	<ul style="list-style-type: none"> • Guru memberi salam kepada siswa • Guru mengecek kehadiran siswa • Guru menanyakan pembelajaran terakhir 	5 menit
Kegiatan inti	<ul style="list-style-type: none"> • Guru memperkenalkan materi yang akan dipelajari yang berupa short story • Guru membaca short story dengan menunjuk setiap kata yang dibaca sehingga siswa dapat melihat dan mengerti apa yang dibaca • Guru membimbing siswa membaca ulang short story • Guru meminta siswa untuk menemukan 	20 menit

	informasi dalam short story	
Kegiatan akhir	<ul style="list-style-type: none"> • Guru mengecek pemahaman siswa dengan memberi feedback atau koreksi terhadap hasil kerja siswa • Membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan tujuan pembelajaran • Guru menutup pembelajaran 	5 menit

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan: SD Muhammadiyah 01 Comal

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : V/Ganjil

Unit : 1

Materi Pokok : Reading a Story
Alokasi Waktu : 2x30 menit (Pertemuan 3)

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang terdapat di dalam teks naratif.
 2. Menemukan informasi terkait fairy tales sesuai dengan konteks penggunaanya.
 3. Mampu membuat teks naratif.
2. Materi Pembelajaran

The Little Riding Hood

Long ago there lived a pretty girl who always wore a red cape with a hood. She was known as a little red riding hood. One day, she was going to visit her grandmother who stayed deep in the woods. Her mother warned her of talking to strangers. In the forest lived a bad wolf. The wolf saw red riding hood and wanted to hit her up. He went and spoke to her and found out where she was going. Firstly, he decided to eat her grandmother and then wait for her. He reached grandmother's house and gobbled her up the whole. Then he quickly wore her clothes and tucked himself into bed waiting for the granddaughter.

When the red riding hood arrived, she was surprised at her grandmother's big arms and ears and big teeth. The wolf laughed a wicked laugh and pounced on her in a flash. Red riding hood was very scared and screamed for help. A kind woodcutter was passing by the house, he saw the big wolf trying to catch the girl. He immediately hit the wolf on his head with his ax. The woodcutter and red riding hood cut up the wolf's stomach and out came grandma. She hugged Red Riding Hood with joy. The big bad wolf couldn't hurt anyone ever again. From then on, the red riding hood remembered never to speak to strangers again.

3. Metode Pembelajaran

Shared book reading experience

4. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan awal	<ul style="list-style-type: none"> • Guru memberi salam kepada siswa • Guru mengecek kehadiran siswa • Guru menanyakan pembelajaran terakhir 	5 menit
Kegiatan inti	<ul style="list-style-type: none"> • Guru memperkenalkan materi yang akan 	20 menit

	<p>dipelajari yang berupa short story</p> <ul style="list-style-type: none"> • Guru membaca short story dengan menunjuk setiap kata yang dibaca sehingga siswa dapat melihat dan mengerti apa yang dibaca • Guru membimbing siswa membaca ulang short story • Guru meminta siswa untuk menemukan informasi dalam short story 	
Kegiatan akhir	<ul style="list-style-type: none"> • Guru mengecek pemahaman siswa dengan memberi feedback atau koreksi terhadap hasil kerja siswa • Membantu siswa merangkum hasil 	5 menit

	<p>belajar yang diperoleh melalui kegiatan tujuan pembelajaran</p> <ul style="list-style-type: none"> • Guru menutup pembelajaran 	
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan: SD Muhammadiyah 01 Comal

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : V/Ganjil

Unit : 1

Materi Pokok : Reading a Story

Alokasi Waktu : 2x30 menit (Pertemuan 3)

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang terdapat di dalam teks naratif.
2. Menemukan informasi terkait fairy tales sesuai dengan konteks penggunaanya.
3. Mampu membuat teks naratif.

2. Materi Pembelajaran

The Frog Prince

Once upon a time, there lived a beautiful princess. One day, while she was playing with her favorite golden ball, she threw it too far and it fell into a pond. She was very upset and did not know what to do and she was crying.

A frog nearby heard the princess crying. He told her that if he found the ball for her, she should take him back to the palace with her. She should love him, let him eat from her plate, and let him sleep on her bed.

The princess agreed but as soon as she got her ball, she grabbed it and ran away. The frog went to the palace and called for her. The princess told her father everything that had happened. The father asked her to keep her promise.

As soon as the frog saw the princess, he began croaking happily. He ate from her plate and also slept on her bed. She hated to have a frog around her but she slowly began growing fond of the frog.

Then, one morning when the princess woke up, she saw that in the place of the frog, there was a handsome young prince. The prince thanked her and explained that a witch cursed him. He would have to live like a frog till he met a kind girl who would love him, let him eat from her plate, and sleep on her bed.

Very soon, the frog prince and the princess were married and ruled their kingdom for many years.

3. Metode Pembelajaran

Shared book reading experience

4. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan awal	<ul style="list-style-type: none"> • Guru memberi salam kepada siswa • Guru mengecek kehadiran siswa • Guru menanyakan pembelajaran terakhir 	5 menit
Kegiatan inti	<ul style="list-style-type: none"> • Guru memperkenalkan materi yang akan dipelajari yang berupa short story • Guru membaca short story dengan menunjuk setiap kata yang dibaca sehingga siswa dapat melihat dan mengerti apa yang dibaca • Guru membimbing siswa membaca ulang short story • Guru meminta siswa untuk menemukan 	20 menit

	informasi dalam short story	
Kegiatan akhir	<ul style="list-style-type: none"> • Guru mengecek pemahaman siswa dengan memberi feedback atau koreksi terhadap hasil kerja siswa • Membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan tujuan pembelajaran • Guru menutup pembelajaran 	5 menit

Appendix 2 Pre-test

THE UGLY DUCKLING

Short Story was written by: Ana Maria Amarfil.

A long time ago, there was a mother duck that laid some eggs, but one of the eggs was different. It was big and spotted, not like the others which were small and white.

One by one all the eggs hatched. The big egg was the last one to open, and when it did, a curious baby duck appeared. He was grey and much bigger than his brothers and sisters.

The rest of the ducks always made fun of him, even his brothers and sisters. He looked different and the poor duck thought that he must be the ugliest of them all.

One day, he decided to leave home and went far away into the woods. The mother duck was really sad because, even if he was different, she loved him and knew how sad the ugly duckling was.

The ugly duckling walked and walked, and found many animals on his way, but none of them accepted him, until one day he found a river, with many big, beautiful birds swimming there.

Their feathers were so white, their necks so long and their wings so pretty. The little duckling looked at them. He wanted to be like them. So he ran into the river to join them. When he did so, he looked at his reflection in the water and saw a beautiful swan. He was not an ugly duckling anymore, he was a beautiful white swan!

Answer the question based on the text above.

1. What is the title of the text?
 - a. The beautiful duckling
 - b. The poor Mama duckling
 - c. The ugly duckling
2. Who is the main character of the text above?
 - a. The ugly duckling
 - b. Mama duckling
 - c. The swan
3. What distinguishes the last egg from the other eggs?
 - a. It was small
 - b. It was big and spotted
 - c. It was black
4. What is the color of the ugly duckling?
 - a. Gray
 - b. Yellow
 - c. Red
5. Why do his brothers always make fun of him?
 - a. He was dirty
 - b. He was ugly
 - c. He was pretty
6. Where did the story take place?
 - a. Near the pond
 - b. The jungle

- c. In the palace
- 7. When did the story happen?
 - a. Tomorrow
 - b. Today
 - c. Long time ago
- 8. What animal should the ugly duckling be?
 - a. Bird
 - b. Swan
 - c. Chicken
- 9. Why did the ugly duckling leave home?
 - a. His brother made fun of him
 - b. He was hungry
 - c. He was happy at home
- 10. What reflection did the ugly duckling see in the water?
 - a. The ugly duckling
 - b. The beautiful swan
 - c. The beautiful hen

Appendix 3 Post-Test

Answer the question based on the text.

- 1. What is the story talk about?
 - a. The big palace
 - b. The frog prince and the princess
 - c. The poor king

2. What is the title of the text above?
 - a. The beautiful princess
 - b. The King
 - c. The frog prince
3. Who is the main character of the story?
 - a. The frog prince
 - b. The princess
 - c. The King
4. Why did the princess crying?
 - a. She was lonely
 - b. Her favorite ball was fallen into the pond
 - c. She was kidding
5. Where did the story take place?
 - a. In the city
 - b. In the school
 - c. In the palace
6. Why did the frog ask the princess to love him?
 - a. The frog helped her to find the ball
 - b. The frog was lonely
 - c. The princess was lonely
7. What did the frog turn into?
 - a. A young girl
 - b. A handsome young prince
 - c. An old king
8. Why did the young prince change into a frog?

- a. He was playing
 - b. He was naughty
 - c. He was cursed by someone
9. What made the frog turn into the young prince?
- a. The princess love
 - b. The king's meal
 - c. The ball
10. When did the story happen?
- a. Just now
 - b. Long time ago
 - c. Tomorrow

Appendix 4 Validity and Reliability

Validity of Instrumen

Pre-test

Item	Result		Validity
	R _{count}	R _{table}	
Q1	0.848**	0,468	Valid
Q2	0.848**	0,468	Valid
Q3	0.705**	0,468	Valid
Q4	0.475*	0,468	Valid
Q5	0.475*	0,468	Valid

Q6	0.583**	0,468	Valid
Q7	0.567**	0,468	Valid
Q8	0.549*	0,468	Valid
Q9	0.495*	0,468	Valid
Q10	0.760**	0,468	Valid

Post-test

Butir soal	Hasil Uji		Validity
	R _{count}	R _{table}	
Q1	0. 535*	0,468	valid
Q2	0. 535*	0,468	valid
Q3	0. 777**	0,468	valid
Q4	0. 661**	0,468	valid
Q5	0. 597**	0,468	valid
Q6	0. 777**	0,468	valid
Q7	0. 535*	0,468	valid
Q8	0. 535*	0,468	valid
Q9	0. 535*	0,468	valid
Q10	0. 777**	0,468	valid

Reliability of Instrument

Pre-test

Reliability Statistics

Cronbach's Alpha	N of Items
.816	10

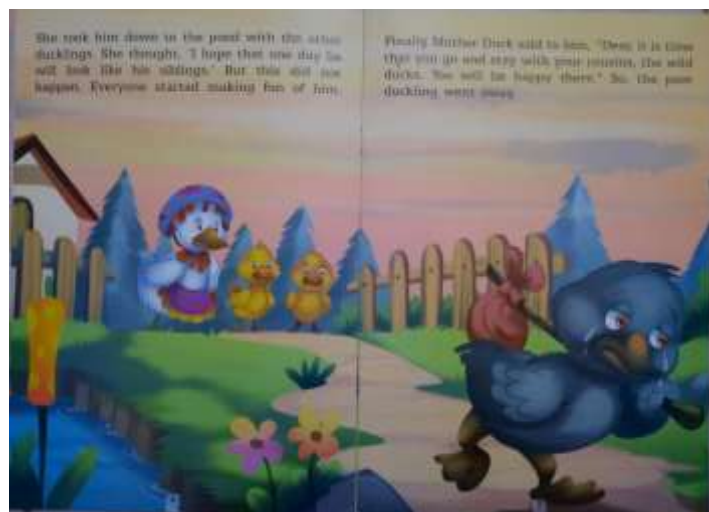
Post-test

Reliability Statistics

Cronbach's Alpha	N of Items
.825	10

Appendix 5 Picture Story Book





He travelled through the dark and cold forest. Poor ugly duckling was frightened. He heard strange animal sounds. At last he reached the marsh where the wild ducks stayed. But they also laughed at him, "Look at that ugly duckling!"

They all teased him and drove him away. Suddenly he heard dogs barking, "Woof! Woof!" The ugly duckling hid among the tall grass. The dogs were with the hunters. Soon, they went away. Then, ugly duckling ran as fast as he could.



He ran and ran till he came to a little cottage at the edge of the forest. An old woman lived there with her cat and hen. She let the ugly duckling stay thinking, "We will get to eat eggs every day." But when she found out that the ugly

duckling would not lay eggs, she chased him away. Once more, the duckling was alone. Winter came along. There was snow on the ground and the pond was frozen. The poor duckling shivered from cold and starvation.

A peasant passing by saw him and took pity on him. He picked up the duckling and took him home. The peasant's children were happy to see the duckling. The warmth revived the poor little

duckling. They wanted to feed him and play with him. But the duckling was afraid. He thought that they would make fun of him because he was so ugly. So, he tried to hide from them.



One day, when he was running away from the children to find a safe place, he crossed a ruckus. He knocked over a pile of milk. The milk fell all over the freshly washed floor. Then, in his hurry

to get out of the way, he landed in a pile of flour. The cook had measured the bread, he ran after him and screamed, "Oh you bad duck! Go away!" He chased him out of the house.



Appendix 6 The Students' Pre-test and Post-test Score

No	List of Students	Pre-test Score	Post-Test Score
1	Student 1	90	100
2	Student 2	90	90
3	Student 3	60	90
4	Student 4	90	100
5	Student 5	100	100
6	Student 6	100	100
7	Student 7	80	90
8	Student 8	80	100
9	Student 9	100	90
10	Student 10	100	100
11	Student 11	80	80
12	Student 12	100	100
13	Student 13	90	100
14	Student 14	70	80
15	Student 15	90	100
16	Student 16	100	100

17	Student 17	80	90
18	Student 18	90	100
Total		1590	1710
Mean		88.33	95

Appendix 7 Research Letter



PIMPINAN CABANG MUHAMMADIYAH KECAMATAN COMAL
MAJELIS PENDIDIKANDASAR DAN MENENGAH
SD MUHAMMADIYAH 01 COMAL

Alamat: Jln. Sunan Poreharjo Comal Telp (0285) 4474329 Kode Pos 52363

SURAT KETERANGAN

Nomor: 421.2/044/sdmuhammadiyah01comal

Yang bertanda tangan dibawah in, saya:

Nama : Muhammad Zaqie S.Pd.SD

Jabatan : Kepala Sekolah

Alamat : RT 03 RW 03 Comal

Berdasarkan Surat dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, Nomor : 3582/Un.10.3/D1/TA.00.01/07/2022, tanggal 29 Juli 2022 tentang Permohonan Ijin Riset/ Penelitian Skripsi, maka saya menerangkan bahwa mahasiswa :

Nama : Khaerotun Nisa

NIM : 1803046071

Telah melaksanakan penelitian mencari data untuk penyusunan skripsi dengan judul :
"Teaching Reading Narrative Text Using Picture Story Books Through Shared Reading Method to Improve Students' Comprehension" dengan BAIK.

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Comal, 14 September 2022

Kepala Sekolah

Muhammad Zaqie S.Pd.SD
NIP.

Appendix 8 Documentations of The Activity

Figure 1 the researcher conducted the pre-test in the class



Figure 2 The researcher doing shared book reading in front of the class



Figure 3 The researcher make sure the students' comprehension



Figure 4 the researcher conducted the post-test



CURRICULUM VITAE

A. Personal Identity

1. Name : Khaerotun Nisa
2. Place and Date of Birth: Pemalang, 13 Februari 2000
3. Address : Desa Pamutih Kec. Ulujami
Kabupaten Pemalang
4. Phone : 081455014737
- 5, E-mail : khaerotunnisha@gmail.com

B. Educational Background

1. Formal Education
 - a. Walisongo Islamic State University Semarang (2018-now)
 - b. Islamic Senior High School of Pemalang (2015-2018)
 - c. Islamic Junior High School of 4 Ulujami Pemalang (2012-2015)
 - d. Primary School of 03 Pamutih (2006-2012)
 - e. Islamic kindergarten of Pamutih (2002-2004)
2. Non-Formal Education
 - a. Bahrul 'Ulum Islamic Boarding School of Pemalang (2015-2018)
 - b. Ma'had Al-Jami'ah Walisongo Semarang (2018-2020)