

**THE EFFECT OF INSTAGRAM PICTURE SERIES TOWARD
STUDENTS' READING COMPREHENSION AT SMPN 3 SITUBONDO**

THESIS



BY :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2024

**THE EFFECT OF INSTAGRAM PICTURE SERIES TOWARD
STUDENTS' READING COMPREHENSION AT SMPN 3 SITUBONDO**

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for
the Degree of English Language Teaching (S.Pd.) in the English Education
Department



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Comprehension at SMPN 3 Situbondo**

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Indah Nur Ainun Habibah

DEDICATION

I sincerely want to dedicate my research to my parents, my mother Nina Luthfiatus Sufia, my father Abdul Jalal, my brother M. Hafid Hudan Dardiry who have been supporting me in every path I choose. I am very grateful to have them, who always show me genuine love and compassion, which allows me to finish my research.

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Indah Nur Ainun Habibah

MOTTO

“Whatever this life treats you badly, keep steady and bloom beautifully!”

-Ainun-

Dr. Hj. Like Raskova Octaberlina, M.Ed
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Assalamu'alaikum Wr. Wb.

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Bismillahirrahmanirrahim

Assalamu' alaykum Wr.Wb

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2. Dr. H. Nur. Ali, M.Pd. as a Dean of faculty of Education and Teacher Training UIN Maulana Malik Ibrahim Malang.
3. The Head of English Education Department, Prof. Dr. H. Langgeng Budianto, M.Pd. and all the beloved lecturers in English Education Department.
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5. To the writer's life, her beloved and irreplaceable parents and family, my mother, Nina Luthfiatus Sufia, my father, Abdul Jalal, and my one and only sibling, M. Hafid Hudandardiry.
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9. And every one whose name cannot be mentioned one by one.

I intend that this thesis will be beneficial to the readers and other researchers or educators and enhance the process of teaching and learning in English education. I am mindful that it is far from perfect, nevertheless. Hence, it would be very welcome for anyone to provide any feedback, recommendations, or ideas for improvement.

Malang, 14 June 2024

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ARABIC TRANSLITERATION GUIDELINES

The transliteration guidelines used for the Arabic-Latin writing in this thesis are based on a joint decision made by the Ministers of Education and Culture of the Republic of Indonesia and Religion of the Republic of Indonesia, No. 158 of 1987 and No. 0543b/U/1987, which can be summarized as follows:

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ص	=	Sh	م	=	M
ج	=	J	ض	=	Dl	ن	=	N
ح	=	H	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ه	=	H
د	=	D	ع	=	'	ء	=	'
ذ	=	Dz	غ	=	Gh	ي	=	Y
ر	=	R	ف	=	F			

A. Long Vowel

Vowel (a) panjang = â

Vowel (i) panjang = î

Vowel (u) panjang = û

B. Diphthong

آو = Aw

آي = Ay

أو = U

إي = I

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Abstract

Habibah, Indah Nur Ainun. 2024. The Effect of Instagram Picture Series toward Students' Reading Comprehension at SMPN 3 Situbondo. Thesis, Department of English Education, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

Keyword: Effect, Picture Series, Instagram, Reading Comprehension

In line with the development of technology and the need for self-development in this 5.0 era. Mastering reading skills is a necessity for everyone, especially in the academic field such as educators and students. By mastering reading comprehension skills will certainly help everyone succeed in any field. This skill opens up many opportunities for everyone to achieve many goals in their future. Fortunately, there are many learning and technological innovations that can be creative strategies to help everyone master this reading skill.

This study aims to investigate the impact of picture series on Instagram on students' reading comprehension at SMPN 3 Situbondo. Utilizing a pre-experimental design and a quantitative approach, the research examined the effect of picture series on Instagram on students' reading comprehension. The study employed a sample of 32 students from SMPN 3 Situbondo and used a pre-test and post-test design to assess the students' reading comprehension before and after exposure to picture series on Instagram.

The findings of the study revealed that picture series on Instagram significantly affect students' motivation and inspire them in reading comprehension. It proved by the value of T-test which is $10.797 > 2.039$, is higher than the t-table. This result concluded that (H_a) is accepted. In brief, picture series on Instagram has significant effect on students reading comprehension for second grade students at SMPN 3 Situbondo. Besides, the data result of N-Gain testing includes as a Medium criterion, with a scale range of $0,3 \leq (g) < 0,7$ (N-Gain score) and 46.17. Thus, from the medium criterion, the researcher makes the assumption that picture series in Instagram can be used to inspire and improve students' reading comprehension. In addition, the effect size test revealed 1,5 as the result. The test's result value of 1,5 belongs to the strong effect category depending on Cohen's scale ($1.5 \geq 1.00$). This indicates that the utilization of the picture series on Instagram has a big effect on the students' reading comprehension. The results also highlight the potential of social media like Instagram to engage students in reading activities and promote reading motivation.

Abstrak

Habibah, Indah Nur Ainun. 2024. Pengaruh Gambar Berseri Instagram terhadap Pemahaman Membaca Siswa di SMPN 3 Situbondo. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Prof. Like Raskova Octaberlina, M.Ed

Keyword: Efek, Gambar Berseri, Instagram, Pemahaman Membaca

Sejalan dengan perkembangan teknologi dan kebutuhan pengembangan diri di era 5.0 ini. Menguasai kemampuan membaca menjadi sebuah keharusan bagi setiap orang, terutama di bidang akademik seperti pendidik dan pelajar. Dengan menguasai kemampuan membaca pemahaman tentu akan membantu setiap orang untuk sukses di bidang apapun. Kemampuan ini membuka banyak peluang bagi setiap orang untuk mencapai banyak tujuan di masa depannya. Untungnya, ada banyak inovasi pembelajaran dan teknologi yang dapat menjadi strategi kreatif untuk membantu setiap orang menguasai keterampilan membaca ini.

Penelitian ini bertujuan untuk menyelidiki dampak gambar seri di Instagram terhadap pemahaman membaca siswa di SMPN 3 Situbondo. Dengan menggunakan desain pra-eksperimental dan pendekatan kuantitatif, penelitian ini menguji pengaruh gambar seri di Instagram terhadap pemahaman membaca siswa. Penelitian ini menggunakan sampel 32 siswa dari SMPN 3 Situbondo dan menggunakan desain pre-test dan post-test untuk menilai pemahaman membaca siswa sebelum dan sesudah terpapar gambar seri di Instagram. Temuan dari penelitian tersebut mengungkapkan bahwa gambar seri di Instagram secara signifikan mempengaruhi motivasi siswa dan menginspirasi mereka dalam membaca pemahaman. Hal ini dibuktikan dengan nilai T-test yaitu $10.797 > 2.039$, lebih tinggi dari t-tabel. Hasil ini menyimpulkan bahwa (H_a) diterima. Singkatnya, gambar seri di Instagram memiliki pengaruh yang signifikan terhadap pemahaman membaca siswa kelas dua SMPN 3 Situbondo. Selain itu, data hasil pengujian N-Gain termasuk dalam kriteria sedang, dengan rentang skala $0,3 \leq (g) < 0,7$ (skor N-Gain) dan 46,17. Dengan demikian, dari kriteria sedang tersebut, peneliti membuat asumsi bahwa gambar berseri di Instagram dapat digunakan untuk menginspirasi dan meningkatkan pemahaman membaca siswa. Selain itu, uji effect size menunjukkan hasil 1,5. Nilai hasil uji sebesar 1,5 termasuk dalam kategori efek yang kuat berdasarkan skala Cohen's ($1,5 \geq 1,00$). Hal ini menunjukkan bahwa penggunaan gambar seri di Instagram memiliki pengaruh yang besar terhadap pemahaman membaca siswa. Hasil penelitian ini juga menyoroti potensi media sosial seperti Instagram untuk melibatkan siswa dalam kegiatan membaca dan meningkatkan motivasi membaca.

الخلاصة

حبيبة، إنداء نور عيون. 2024. تأثير سلسلة الصور على إنستغرام على فهم القراءة لدى الطلاب في أطروحة، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، SMPN 3 Situbondo. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الأستاذ الدكتور الحاج. مثل راسكوف أوكتابرلينا، ماجستير في التربية

الكلمات المفتاحية: التأثير، سلسلة الصور، إنستغرام، فهم القراءة

تماشياً مع التطور التكنولوجي والحاجة إلى تطوير الذات في هذا العصر 5.0. يعد إتقان مهارات القراءة ضرورة للجميع، خاصة في المجال الأكاديمي مثل المعلمين والطلاب. ومن المؤكد أن إتقان مهارات القراءة والفهم سيساعد الجميع على النجاح في أي مجال. تفتح هذه المهارة العديد من الفرص أمام الجميع لتحقيق العديد من الأهداف في مستقبلهم. لحسن الحظ، هناك العديد من الابتكارات التعليمية والتكنولوجية التي يمكن أن تكون استراتيجيات إبداعية لمساعدة الجميع على إتقان هذه مهارة القراءة.

تهدف هذه الدراسة إلى التحقق من تأثير سلسلة الصور على إنستغرام على فهم القراءة لدى باستخدام تصميم تجريبي مسبق ومنهج كمي، فحص البحث . SMPN 3 Situbondo الطلاب في مدرسة تأثير سلسلة الصور على إنستغرام على فهم القراءة لدى الطلاب، وذلك باستخدام تصميم تجريبي مسبق SMPN 3 Situbondo ومنهج كمي. واستخدمت الدراسة عينة مكونة من 32 طالباً من برنامج واستخدمت تصميمًا قبل الاختبار وبعده لتقييم فهم القراءة لدى الطلاب قبل وبعد التعرض لسلسلة الصور على إنستغرام.

كشفت نتائج الدراسة أن سلسلة الصور على إنستغرام تؤثر بشكل كبير على دافعية الطلاب وتلهمهم في فهم القراءة. وقد ثبت ذلك من خلال قيمة اختبار (ت) وهي $10.797 > 2.039$ ، وهي أعلى من قيمة اختبار (ت). (وخلصت هذه النتيجة إلى أن) هـ (مقبولة باختصار، سلسلة الصور على إنستغرام لها تأثير كبير على إلى جانب ذلك، تتضمن نتيجة SMPN 3 Situbondo فهم القراءة لدى طلاب الصف الثاني الثانوي في كمييار متوسط، حيث يبلغ نطاق المقياس $(0,3) < z < (0,7)$ درجة N-Gain البيانات الخاصة باختبار و 46.17. وبالتالي، من المعيار المتوسط، يفترض الباحث أن سلسلة الصور في إنستغرام يمكن (N-Gain استخدامها لإلهام الطلاب وتحسين فهمهم القرائي. بالإضافة إلى ذلك، أظهر اختبار حجم التأثير أن النتيجة كنتيجة. وتنتمي قيمة نتيجة الاختبار البالغة 1,5 إلى فئة التأثير القوي وفقاً لمقياس كوهين $1,5 \geq 1,5$ وهذا يشير إلى أن استخدام سلسلة الصور على إنستغرام له تأثير كبير على فهم القراءة لدى الطلاب. (1.00). وتسلط النتائج الضوء أيضاً على إمكانات منصات التواصل الاجتماعي مثل إنستغرام في إشراك الطلاب في أنشطة القراءة وتعزيز الدافعية للقراءة بشكل عام، تساهم هذه الدراسة في مجموعة الأبحاث الحالية حول استخدام الوسائط المرئية ووسائل التواصل الاجتماعي في التعليم، وتوفر رؤى حول إمكانات سلسلة الصور على إنستغرام لتعزيز فهم القراءة لدى الطلاب.

CHAPTER I

INTRODUCTION

This chapter consists of six sections to discuss. There are background of the study, research questions, research objective, significance of the study, the limitation of the study, and definition of key terms.

1.1 Background of The Study

In this 5.0 era, reading skills become an important skill that has a prior role in all aspects of life, specifically in academic scope. According to Anderson (2003), and Crystal (2007) in Shaye (2021), reading is an active and fluent process that involves both the reader and the reading material in a process of constructing the meaning that aims to get new essential information or discover new insight and pleasure. Nowadays, most teachers are required to master knowledge and insight according to their skill and creativity in the teaching and learning process. As more information is spread in digital media or social media platforms, they also need to motivate themselves to do more reading aims to improve and upgrade their skill in holding the learning activity and mastering media to design the learning material to be effectively fun and educative in the same way. Teachers or students also need to master reading skills to enhance their knowledge and skills in many fields. Because, in this era, much information and essential insight that presented in English text. So, mastering reading skills can be a golden key to open many doors of chance for their future.

As we know, in English language education, reading skill includes as a receptive skill who learn about decoding, phonics, vocabulary, fluency, sentence construction and cohesion, and reading comprehension. Both educators and learners are required to enhance this one of receptive skill to build up their understanding about knowledge or material in teaching and learning process. Furthermore, this skill will lead the teachers and students to easily mastering other receptive and productive skills such listening, writing and speaking skills.

Normally, in fact, humans have been given by Allah Almighty the physical and psychological potential to receive and develop knowledge, namely hearing, sight and mind, and heart and intuition. This verse implicitly say that all potential Allah gave aim to facilitate us in developing many skills, such reading which required us to utilize hearing, sight, mind and heart intuition to understand many knowledges. (QS. As-Sajadah / 32: 9),

ثُمَّ سَوَّاهُ وَنَفَخَ فِيهِ مِنْ رُوحِهِ ۗ وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۗ
قَلِيلًا مَّا تَشْكُرُونَ

“Then He perfected and breathed into it His spirit (creation) and He made for you hearing, sight and heart.”

Depend on the topic of this study, reading comprehension skill is chosen to be the dependent variable. Reading comprehension is known as the personal ability to process written text. Reading comprehension is dynamic process in reading skills that involves the reader's active engagement and cognitive analysis by using various strategies to get deep comprehension of the text they read. Reading comprehension includes the essential parts of advanced reading power followed by extensive reading, vocabulary building, and reading faster. These four parts become a strong foundation for building advanced reading power for students. Thus, the students can understand and implement reading activities in advanced skill levels. Advanced Reading Power is a proficient reading skill that prepares students to nurture their reading skills for achieving academic success. The advanced reading power is focused on upgrading the student's reading skills.

By mastering reading skill, people who want to study English will find a fact that reading can bring to the improvement of their English skill (Thabrani Aziz, 2019). Furthermore, it can lead us to a successful life. Overall, mastering reading comprehension can give beneficial impacts for students. It can lead students to achieve academic success, nurturing their critical thinking, building effective communication, having career readiness, maintaining skill for lifelong learning, and

success on standardized examination. It's a foundational skill that opens doors to endless opportunities and empowers students to thrive in the school and the broad scope of life. Hence, programming reading by target would automatically improve and enhance student's reading comprehension skill. The students just need to take a few minutes routinely each day to read. This becomes the reason of this research was conducted, exercising the students for customing 15 minutes on a day to read an English text on Instagram for maintaining students' reading comprehension skill.

Despite the importance of reading comprehension, many students struggle to develop this skill, particularly in the English language. Factors such as limited exposure to English language materials, inadequate instruction, and lack of practice can contribute to students having a low level of reading comprehension skills. Hence, there are four points that discovered as the factors which effects students have difficulties in reading comprehension. Those difficulties such as in determining the main idea, recognizing the vocabularies, creating the inference, and describing the information from text in detail. Every point offers a unique set of challenges. For example, students have challenges identifying the main idea due to a lack of reading habits and are not particularly inspired to read. The reason behind the low vocabulary acquisition of students was their lack of exposure to academic literature or any kind of topic or insight about life in wide scope. The low level of reading interest, habit, and vocabulary development make it difficult for students to draw conclusions about the text's contents. Consequently, students have challenges in comprehending and describing details information from the readings text.

These findings align with studies by Yang et al. (2016), Wiles, Allen, and Butler (2016), and others, which discovered that low reading proficiency and a lack of reading habits causes students get difficulties in understanding the academic information. When students attempt to identify the main idea of a paragraph they have read, this case frequently occurs. These evidence is supported by Misbah (2017) Nadari, Arkami, Reza (2018) and Sumarsono (2019) who stated that mispronunciation, deficiencies in recognizing the word, the lack of focus during the

reading, and careless in reading the punctuation marks, including the reading stress and intonation are the main factors that causes students face any kind of difficulties in reading. These findings are proved when students in previous research are asked to read a simple descriptive text. Students experienced confusion in understanding the word or sentence properly. Consequently, these difficulties are caused the students have low level of reading comprehension and uneasy to get achievement in academic. As stated by Siahaan (2022) and Sulistyani (2022), students might struggle to identify the main idea of the paragraph, understanding the vocabulary complexly, and difficult to do text comprehension. Additionally, Dodi and Khayrul (2020), Duc and Lan (2023) ascribed that students' inability in reading comprehension might obstruct their ability to obtain the information, interpret the texts, and infer the word meaning. So that, it can impact their learning achievements and problem-solving skills. Moreover, poor reading comprehension could negatively impact students' academic performance and professional development by obstructing their future studies and careers. Therefore, addressing reading comprehension challenges is essential to prevent these significant consequences and assisting students in their educational endeavors. Furthermore, students would accept the consequences which have a significant impact on students' future life outcomes and overall well-being.

So, in this study, the researcher chose to give innovation strategy to the students for facilitating them in maintaining and enhancing their skill in reading text. Picture series is chosen to be the independent variable of this research. A picture series is a sequence of images depicting a narrative, event, or process. Each image captures a moment in time, and together they unfold a story or convey information progressively. Pictures can facilitate a teacher to teaching language. Emphasizing in teaching reading, pictures can be stimulation for presenting the illustration of character or interpreting the condition of some event. The kind pattern of the picture can build students' vocabulary mastery by mentioning some objects. While by mastering vocabularies, students can easily understand the text or information well. Insightly, they can understand the point information of their reading. Furthermore,

there are also many variety of activities can be created by using pictures in any kind scope of life. Hence, the researcher decide to utilize picture series on Instagram to solve the students difficulties in reading comprehension. Studies have repeatedly demonstrated how well graphic series work to improve students' comprehension of narrative texts. Research from studies that conducted by Alqy et al. (2023) and Mayorga et al. (2023) all lend credence to this conclusion. According to Alqy et al. (2023), the use of image series dramatically increases students' comprehension ability to effectively summarize and retell the reading material. In addition, Clarita et al. (2022) demonstrated how effectively using digital picture series to teach reading comprehension greatly enhances students' understanding and summarization skills, which facilitates their capacity to describe the content in their own words. Furthermore, the study conducted by Ferizka et al. (2023). clearly shows that the picture series approach boosts students' understanding by allowing them to recognize the main idea in narrative texts, then demonstrating the beneficial effects of visual stimuli on comprehension All of these research collectively emphasize about how beneficial picture series for improving students' reading comprehension of narrative texts.

In accordance with the object of the study, teaching reading for students who learn English is one of the important things that have to be done effectively because it will influence the students' ability in enhancing their English skills. It is commonly believed that an appropriate teaching media will have an important contribution to enhance the students' reading skill. Furthermore, it will be true that teaching reading will be influenced by the teaching media which is used by the teacher. One of the media which can be applied in this digital era is social media. As stated by Handayani et al. (2018), Instagram is an online mobile photo and video-sharing. The advent of social media can be a proper educational instrument which attracts students' attention in learning process. Therefore, social media becomes an important part of students' daily life activity. They can interact socially and share their stories to others users directly. Generally, Instagram is the most popular social media that used by every

generation from all over the world. Handayani (2017) stated that students tend to spend their time accessing it. They usually upload their photos or video with description, and interact with others by giving comments on it or by sending direct messages. Thus, Instagram seems to provide a fun and ideal atmosphere for students to do reading activities in verbal or visual form. So that, the researcher use Instagram as learning media for presenting picture series as the main media for teaching reading comprehension. This platform facilitated the researcher to share the material of reading and any English reading text for their participants. This idea was born by adapting the growth of social media in this 5.0 era. Based on research data, most people were used Instagram for more 4 hours a day. The researcher ascribed that picture series in Instagram could be a fun learning media for students to learn English, especially reading skill.

Therefore, the researcher aims at investigating the effect of using picture series on Instagram toward students' reading motivation for junior high school student. It is available and most handled devices which are accesable and give more fun atmosphere to teach language learning effectively. The students can utilize many features on Instagram in a certain business such for educational purpose. In addition, students can explore more English article visually by accesing picture series on Instagram from many accounts related to the topic they are searched. By utilizing picture series on Instagram, the students not only motivationly increased, but educationly facilitated.

1.2 Research Question

Based on the explanation of the background above, the researcher realized that most of students got some difficulties in mastering a reading skill, such as got difficulties to understand the vocabularies of the text, difficult to comprehend the text in detail, difficult to analyze the main idea of paragraph, then less of grammar knowledge, and etc. Thus, picture series on Instagram is chosen by the researcher as the teaching strategy in maintaining reading comprehension skill. It is a kind of reading strategy that utilize picture series to present reading text or material. Thus,

picture series such as learning media that would be given to facilitate the students to reading in a fun way technologically. Based on the above, the research question was formulated:

1. How is the effect of using picture series on Instagram towards student's reading comprehension at SMPN 3 Situbondo?

1.3 Research Objective

In line with the research problem, this study is aimed to investigate the effect of picture series on Instagram toward student reading comprehension, especially toward student at SMPN 3 Situbondo. The researcher expects that students become more confident and enjoy the process of reading technologically. Thus, from this innovation, students might be developed their proficiency in reading which can help them to understand reading text comprehensively.

1.4 Significances of the Study

The findings of this study will have practical and theoretical implications. Firstly, practical significance for teacher is the findings of this study can be a reference for English teacher in teaching English, especially English reading comprehension skill. Then for the students, this study is expected to ease and facilitate the students in enhancing their reading skill by utilizing technology such social media as the fun way for practicing English learning. Secondly, theoretical significance is intended to people in general which might help them to provide information, models, and references for further studies in relation with visual narrative writing, Instagram as the media of learning, and English reading skills.

1.5 The Limitation of the Study

The researcher focused to investigate the effect of picture series on Instagram toward students' reading comprehension at SMPN 3 Situbondo. The participants were selected by using purposive sampling. The subject of this study was selected from students at second-grade of science program because they have learned about narrative text and use Instagram in their daily life who is known as alpha generation. Thus, the researcher can evaluate and upgrading their reading comprehension in the

same time with new method in modern way effectively. In this study, the researcher used a quantitative method with pre- experimental design. The instruments of this study are pre-test and post-test. Thus, all of students are instructed to answer the question that given by the researcher in the classroom in blended learning (both online and offline learning).

1.6 Hypothesis

As tentative answer to the research question, the research hypothesis (H₀) is the picture series on Instagram does not have significant effect towards students' reading comprehension at SMPN 3 Situbondo. If the researcher can disprove the null hypothesis, it is concluded that (H_a) is the use of picture series on Instagram can significantly help to maintain the students' reading comprehension at SMPN 3 Situbondo.

1.7 Definition of Key Terms

Below are several definitions that used to explain the key terms of this research.

1. Reading Skills

Reading is a process of transferring some idea or information from mind to mind, from writer to reader, to get something from the writing facts, ideas, enjoyment, even felling of family community. Reading skill is one of the important skills that have to be mastered by students since earlier. Due to proficiency in reading skills can enhance their English levels. Therefore, in the process of producing writing, students must do a lot of practices. Students who custom their self to read and write continuously will improve their English skill automatically.

2. Visual Media

Visual media are a form of media that can illustrates some idea or scene. Those can be in the form of pictures or slides, and videos. Visual media can stimulate and provide information about illustration and the real things in the field, such a thing, person, or some scene that have ever happened.

3. Instagram

Instagram is one kind of mobile application (online platforms) and social media which provides some features that facilitating the users to share photos and videos and building up the interaction with others users in it. Many interesting features are provided by Instagram, such are photo filters, direct message, group messaging, picture editing, location tagging, Instagram story, reels video. and live video streaming.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer described some related theories and literature to the problems of this study in order to give relevant knowledge in the field.

2.1 The General Concept of Reading

2.1.1 Definition

Reading is an activity of transferring some idea or information from the writer's mind to the reader's mind by using a written media which aims to get new insight and kind of information. In line with Retno & et al, (2013) that described reading is a communication way between the reader and the writer. In other words, reading is decoding process that is involved the reader and the writer interaction indirectly way. Through reading activity, the reader can get many insights and knowledge that might be cannot achieve by face to face communication in a certain time. All expertises agree that reading need a special time and focus to comprehend the text obviously. Based on Samo (2018), he stated that reading is a process to comprehend a text in a non-linear way to create a dynamic meaning-focused interaction. Thus, reading can be said as the valuable activity for the all people who want to enhance their skill in language or improve their self with certain skill. In conclusion, reading is the process of comprehending a written text by the reader to get new information and insights that involving multiple perspectives, both from readers and writers.

2.1.2 Purpose of Reading

Grabe (2009) are summarized there are 6 purposes for reading, those are as follow:

- A. Reading for learning

Reading for learning is theoretically used for academic and visionist people or it also suitable for everyone who want to upgrade their skill. This obviously stated that reading for learning aims to learn some topic or information based on what the reader necessity. Hence, it required the reader to able for remembering the main idea, organizing and creating a mind mapping and connecting the text to the reader's basic knowledge.

B. Reading for skimming

Reading for skimming is a common part of many reading exercise and a useful skill for the readers. Essentially, this process involves a collaboration of strategies for assuming the valuable message or essential part of the text, and then utilizing the basic reading comprehension skills toward the reading content till a general idea is constructed.

C. Reading for writing and reading for criticizing

Both reading for writing and reading for criticizing, these purposes are required the readers to integrate the information or value from the text. The readers are required to able for composing and selecting the proper information or topic to produce writing and utilize their critical thinking to make a criticism of the text they read.

D. Reading for finding new information, knowledge, or insight

Reading to retrieve simple information is a general reading ability, but some researchers ascribe it as a cognitive process that flow independently. It is probably seen as a form of reading ability, as it is so often used in reading tasks.

E. Reading for integrating any information

Reading for integrating an information is required the readers to create an additional decision about the relative purpose of the information. These purpose aims to construct the information so it would be mutually complement and support each other. In another case, if there is a

contradictory information, the reader can restructure the rhetorical framework to address information from any kind of sources. Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

F. Reading for comprehending in general

Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint. Purposes of reading are not only for students, but also for people in general. They must read extensively to get information and knowledge of social living. It can help a person keeps informed on the social, political, and economical problems of his country.

From the general explanations by experts above, the writer determines the purposes of reading narrative text using picture are to enable the students in getting general and specific information, build students schemata and to get pleasure and interest. As the writer mentioned before that the purpose of reading can be more than one. Hence, the writer tends to combine the purposes into one activity, reading narrative text using picture. It is expected that the students can get joys or to get information from the text correctly and can get the pleasure as well because they can see the picture of what they are reading.

2.1.3 Kind Types of Reading

There are two types of reading stated by Harmer, those are as follow.

A. Extensive Reading

It is reading activity in leisure time. This reading aims to get joyful in the process or just heal our mind with some reading content. This reading activity usually can be done in certain time and required global understanding. It involves as novel, comic, picture book, an article, web page, magazines, newspaper, media social content or other source of reading reference. In conclusion, extensive reading is a reading activity that aims to get pleasure experience in the reading process.

B. Intensive Reading

It is reading activity in the special time. This reading aims to get certain information or new insight for some needs that required the reader to build a deep focus to understand and comprehend the text. Thus, this reading activity usually need a specific place and time to get a detail understanding about the text. In conclusion, intensive reading is a reading activity that aims to get new information or insight in the reading process. Besides, Broughton also classified the types of reading, those are:

C. Reading aloud

It is reading activity that required the reader concern in the reading accuracy, especially in the pronunciation, fluency, includes the speed and the pause in reading process so it can build the comprehension for both the reader and the listener. This reading activity only for a certain person with a specific purpose, such as news anchor, newscaster, podcaster, actors, etc.

D. Silent reading

It is reading activity that does not required a voice and oral expression from the reader. This reading activity aims to get information in detail, investigating or observing some topic issue or learn about the reading content for specific purpose. Silent reading usually used by

people in academic education or scientist, observer, or ordinary people to get new insight, finding, or knowledge from what they read.

In addition, Grellet also divided the types of reading into two parts, those are:

- A. Skimming is a speed reading technique without concern to the reading text in detail that aims to get the information. This type of reading technique can ease the readers to get the essence or the topic they want in a relatively short time. Skimming will be very useful for those who are solving a reading exercise with a certain time limit or reading to find the main idea of the text that consists of many paragraphs.
- B. Scanning is a speed reading technique that required the reader to reading carefully in detail to get the gist of each reading text. This reading technique will ease the readers to master the core of the entire contents of the reading in a relatively short time. Scanning will be very useful for those who want to get detailed information from complex data, such as tables or infographics.

Based on the expertise classification about the kind types of reading, it identified that there are six types of reading such as skimming, scanning, reading aloud, silent reading, extensive and intensive reading. In general, most of terms that used in reading activity is extensive reading and intensive reading. Besides, the way of reading or technique that can used for getting reading activity effectively is skimming, scanning, reading aloud and silent reading.

2.1.4 Reading Comprehension

Many expertise stated about the definition of reading comprehension. Based on Diaz and Laguado (2013) reading comprehension is a reading activity specifically in understanding a text by involving the process of text construction into a certain meaning relating to the reader point of view or knowledge background. Reading comprehension is the process of comprehending and

interpreting a text so that the reader can understand what the purpose and the flow of the text. Thus, the readers finally can get information or insight from what they read. In line with it, Della and Jufri (2018) also described that reading comprehension is a comprehending activity aims to get information that combines the writer and the reader mind. Hence, the reader need to interpret some information and message value that are presented by the writer through the text.

Reading comprehension is required the readers to activated their soul and thought for interpreting the reading text. In reading process, the readers will actively comprehend the writer intention by interpreting, selecting significant details, predicting, evaluating, and assuming the proper word and meaning for representing the writer intension. Thus, in this case, a valuable factor that effect the comprehension is the readers' background knowledge. In line with Defrioka (2014), he identified three interactive elements which give impact on reading comprehension. These are the skills, information, and background of the readers that may influence how they comprehend the material. Each reader may interpret and comprehend the text they read differently in light of this claim. It implies that an excellent reader would create meaning by combining what they had read recently with what they already knew. In addition, Grellet (1999) stated that reading comprehension is the process of understanding a written text efficiently to get a certain information from reading activity. Hence, the output of reading comprehension activity will give the reader potency to interpret and convey the content of the text properly, hopefully based on the writer expected.

Based on opinions above, it could be summarized that reading comprehension is a long-thought process of interpreting, generalizing, finding the main ideas or some topics, determining a writer's intension, identifying characters, evaluating a value, creating conclusions, and other thinking processes that occur in readers' mind consciously while doing reading. The

meaning of the written text has a close relation with the readers' background knowledge and things that integrated in the words, sentences, and paragraphs such as, main idea, cause and effect, moral value, and so on. Hence, reading comprehension activity can be the effective way to build an interaction between the readers and writers mind to create a good output such as new insights and kind of information and knowledge.

2.1.5 Level of Reading Comprehension

According to Savage and Mooney, specified levels of reading comprehension skills are; literal reading comprehension (understanding and interpreting what the author has to say; and inferential comprehension (reading between the lines to infer meaning not specifically stated in a printed passage. For the explanations are described below:

1. Literal Reading Comprehension is the process of deriving meaning or understanding information directly presented in print. It means simply what the text says. It is what actually happens in the story. This is a very important level of understanding because it provides the foundation for more advanced comprehension. Without understanding the material.
2. Inferential reading comprehension is the process of deriving meaning or understanding information indirectly stated in printed material. It requires the reader determine what the text means and start with the stated information. So that, the information is used to determine deeper meaning that is not explicitly stated. In this level the reader are required to find out unstated information and idea, generalization, cause and effect relationship, and future prediction.

2.2 The General Concept of Picture as Media

2.2.1 Visual Media

Visual media are a form of media that can illustrated some idea or scene. Those can be in the form of pictures or slides, and videos. In this study, the

researcher chose a picture for learning media to facilitate student in practicing reading skill. Many researchers have proved that pictures can also be an effective media to transfer idea, value, knowledge and information. Pictures can be used with various degrees of difficulties. Pictures can also become a medium for students to express their thoughts and feelings. In line with it, Rayo and Aschawir (2014) postulates that the more interesting and varied the encouragement through visual aids, the faster and more effective the learning will be. In addition, Aschawir (2014) said that pictures contribute to learners' interest and motivation. They also have positive effects on the sense of the context of the language and specific stimulus.

2.2.2 The Role of Pictures as Instructional Media

In general, according to Latuheru (Sa'diyah, 2008) the use of instructional media can give rise to certain advantages in the teaching learning process: (1) attracting and increasing students' attention. (2) helping to cope with the differences of the students' experience due to differences in their social and economic backgrounds;(3) providing learning experience that may be difficult to get in any other way; (4) helping arrange the experience the students acquire systematically to promote their cognitive development; (5)helping develop students' ability to do self-learning based on their experience and facts they learn; (6) decreasing verbalism (using verbal language whether oral or written) in the learning process. In addition, Wulansari (2015) also stated that images can help students to be able to get motivated, and make the subjects they face clearer and better understood, and to illustrate general ideas and in the form of specific objects. By using images that are suitable as media in the teaching and learning process can accelerate the process of assimilating students' meanings.

According to Anshey (2007), instructional media help add elements of reality, for instance, including pictures or highly involved computer simulation is in a lecture. She further states that media can be used to support one or more

of the following instructional activities. First is to gain attention. A picture on the screen, a question on the board or music playing when students enter the room all serve to get the students' attention. Second, kind of media can recall the information. In order to connect and build upon previously taught material, media can be utilized to aid students in remembering what they learned in a previous lesson. The third is to introduce new content. Not only can media help make new content more memorable, media can also help deliver new content (a text, movie, or video). Fifth is to support learning through examples and visual elaboration. One of the biggest advantages of media is bring the world. Sixth is to elicit student response. The use of media can help present information to students and pose questions. Seventh is to provide feedback. Media can be used to provide feedback. Media can be used to provide feedback relating to a test or class exercise. Next is to enhance retention and transfer. Pictures enhance retention. Instructional media help students visualize a lesson and transfer abstract concepts into concrete, easier to remember objects. The last advantage is to assess performance. Media is an excellent way to pose assessment questions for the class to answer, or students can submit mediated presentations as classrooms projects.

2.2.3 Type Of Picture Series

According to Astuti (2019) There are several types of picture, they are:

A. Picture Series

Picture series are typically used to narrate a tale or to depict a sequence of events. The study attempts to use picture series as a substitute method of instruction. There are messages and meanings contained in an image. The words that are associated with the image are created by the kids using their own creativity or imagination.

B. Picture strip stories

Picture strip stories are works of graphic art that can be reproduced and tell tales using both words and graphics. This method offers commentary, stimulates debate, and reduces a complicated narrative into a small number of visuals on current affairs. A picture strip narrative provides a vocabulary example relating to current fashions and trends.

C. Jumbled Picture

Jumble is unity and confused mixture (of things, feelings, or ideas). In other words, jumbled picture is a set of pictures mixed randomly that contain events of story that readers need to order in appropriated sequence. From the explanation above, it can be concluded that there are some types of picture; picture series, picture strip story, and jumbled picture. In this research, picture series used by the researcher

2.2.4 Picture Series to Inspire Reading Comprehension

Wright (1989), explains about the use of pictures can be a good starting point to help the students develop their reading skills. Through the pictures, the students can get the information that will help them predict what the text tells about. It makes the students recognize the meaning of the text more quickly than they have to know and sort it from what they hear or read. He also states that there are many kinds of pictures that can be used in teaching learning activities such as individual pictures, picture in series, and composite pictures. According to Breitreuz (1972) picture series are some pictures representing continuous events of a story with important information. It can make the students become interested and motivated in teaching learning process. Even when the students have lack on the vocabulary; they still can illustrate what are on the text by looking at the pictures. At least, they know some process of something or events of the story through the picture attached on the text.

2.3 The Concept of Narrative Text

2.3.1 Definition

Narrative text is familiar defined as a chronological story about fiction or non-fiction genre that has a kind of plot which has the role as the red line of the story. These statement in line with Jusmini (2017) who stated that narrative is a text that contained of connected event and might be classified into various categories: non-fiction (e.g. academic journal, creative non-fiction, biographies, and historiographies); and fiction (i.e. literature in prose, include as short stories and novels, and sometimes in poetries and dramas, although in drama the events are primarily being presented instead of told). In addition, relating to Jusmini (2017), narrative text is a kind of text aims to tell past story which concern on problematic event and resolution to entertain and present moral values to the readers.

Narrative text known as an exciting text for English learning activity. This text plays an essential role to be an entertainer in the world of learning. In line with Mislaini (2015), she defined that narrative text is a text which is presented a story in imaginative and fantastic way that aims for entertaining the readers. This text gives a joyful learning sense in enhancing both receptive and productive skill in the scope of English learning. Hence, this text generally becomes a basic start to learn English language for beginner. In addition, the beginner reader also utilizes narrative text as the material for enhancing their reading skill, especially in reading comprehension.

In the education field, narrative text generally facilitates the students for exploring their idea and imagination to build their own imaginative story. Relating to this case, Gutiérrez, Pueblo, and Galvis (2015) ascribed that narrative writing can facilitate students for organizing their ideas and experiencing creatively and imaginatively by collaborating kind of competencies such as pragmatic, linguistic, and sociolinguistic.

2.3.2 Language Features of Narrative

Text Narrative usually includes the grammatical features:

- A. Nouns which usually indicate the specific character and places in the story. For instance: house, timber, sheep, wife, husband, mother, snake, hairs, and eyes.
- B. Adjectives that provide description of the character and settings in the story. E.g. she lifts the mangled reptile..... The eldest boy watched it burn.....
- C. Verbs that show the actions in the story. E.g. Alligator springs. The dog shakes.
- D. Time words that connect event, and also tell when the story occurred.²³ E.g. it must be one or two o'clock in the morning.... It is near sunset...
- E. Use of Relational Processes and Mental Processes.
- F. Focus on specific and usually individualized participants. Specific and individualizes participant is a participant constructed by the grammar is having specific identifiable referent in the context. In *The Drover's Wife*, Drover is as specific and individualized participants.
- G. Use of past tense. Narrative text which tell story in the past.
- H. Use of temporal conjunctions is important in narrative text. Conjunctions describe the reason for events and action in text type and make connections between events or action. Common examples of conjunctions are:
 1. Cumulative conjunctions: and, again, also, as well as, besides, further, moreover, no less than, not only...but also.....
 2. Alternative conjunctions: either....or, neither...nor. else, or, otherwise,....
- I. Adversative conjunctions: but, however, only, still, while, yet, whereas.....
- J. Relative conjunctions: so, accordingly, hence, thus, wherefore.....

2.3.3 Generic Structures of Narrative Text

The generic structure of narrative text consists of several parts. Based on Rusrianti (2016) and Mislaini (2015) in Lestari (2021:24) stated that the generic structure of narrative text consists of five parts. There are orientation, complication, sequence of events, resolution, and coda.

A. Orientation

Orientation is the introductory part that presents what the text generally talking about, includes the characters, the setting of place and time relating to the happening event.

B. Complication

Essentially, complication becomes the major element of narrative. A text cannot ascribed as narrative if there is none of complication. In narrative text, the conflict can be arose as natural, social, or psychological conflict. In complication section, the text presents the conflict that happens to the characters in the story. The author usually explores the conflict between two or more characters.

C. Sequence of events

In this part, the text present about the characters reaction towards the complication. In sequence of events, the author usually shows his point of views. The author tells the events of the story in chronological order (the order in which the story happen) or known as the flashback of story.

D. Resolution

Resolution is the section of the characters of the story solve the conflict. Whether the character get succeed or fail in solving the problem. The conflict that arose in complication is end and the story get its ending.

E. Coda (Re-Orientation)

This is the last section of narrative text. The author serves the moral value or a wisdom message from the story.

2.3.4 The Various of Narrative

According to Fajar (2019) and Gramedia, narrative has many various types. In various sources, Narrative Text can be found into eight types, such are bellow.

A. Legend

Legend is a narration which has a historical memory and most of local citizen ascribes it as a real story because it contains a heroic event that happen in long time ago. Typically, legend tells about the origin of some place or name of city. Legend is presented in the form of conventional mode based on the local culture and traditional believe. Legend can also defines as folktale. These are the examples of legend story:

- a) The Legend of Prambanan Temple
- b) Sangkuriang
- c) The Legend of Tangkuban Perahu
- d) The Story of Toba Lake
- e) The Legend of Crying Rock
- f) The Legend of Banyuwangi

B. Fable

Fable is a short narrative text wherever the main chacater of the story is animals. Typically, this kind of narrative has the prior purpose to deliver a moral story to the readers in a simply way. Fable is a light short text that can be read by all generation. These are the example of fable story:

- a) The Lion and The Mouse
- b) The Three Little Pigs

- c) The Gingerbread Man
- d) The Story of Rabbit and Turtle
- e) The City Mouse and The Country Mouse
- f) The Little Red Hen

C. Fairy tale

Fairy tale is kind of narrative with fantasy genre. This narrative tells about an unreal story whose stories are shrouded with magical things and enchantments. The characters that are typically presented in fairy tales such as fairies, elves, trolls, goblins, dwarves, gnomes, giants, etc. These are the examples of fairy tale stories:

- a) Thumbelina
- b) Peter Pan
- c) Ella Enchanted
- d) The Shoemaker and The Elves
- e) Aladdin and The Magic Lamp
- f) Alice in Wonderland
- g) The Heart of Princess Joan

D. Science Fiction

Science fiction also known as the abbreviation of Sci-Fi. In general, this text tells about science fiction that uses advanced science and technology relating to imaginative concepts and future plots. These are the examples of science fiction stories:

- a) WALL-E
- b) Metropolis
- c) Inception

E. Romance

Romance is a narrative love story that contains of the struggle of the main characters to get their true love. These are the example of romance story:

- a) Romeo and Juliet
- b) I'm One of Those Fool Man
- c) The Crazy Little Thing Called Love
- d) Without Your Love, I Would Die
- e) Story Of Becca and Joe
- f) The Silent Love
- g) Habibie and Ainun

F. Myth

This type of narrative is a bit similar with folktale. However, the difference is relating to the time. Myth can happen in daily lifes. Most society assumes that mythical stories really happen around them. These are the example of myth story:

These are the example of myth story:

- a) The Myth of Bloody Marry
- b) The Myth of White Death
- c) Why Does the Sea Become Salty
- d) The story of Aji Saka
- e) The story of Dewata Cengkar
- f) Nyi Roro Kidul
- g) Jaka Tarub

G. Horror

Horror is one of narrative that present about scary stories such as ghosts and other astral creatures that are most be discussed or becomes a trending topic by public because of recently happen around them. This kind of text also use a spiritual concept that cannot be understand

logically and relating to local believe in society where the story was told.

These are the example of horror story:

- a) Half Souls
- b) Insidious
- c) The Conjuring
- d) Home Alone
- e) The Medium
- f) The Nun
- g) Danur

H. Slice of Life

Slice of Life is kind of narrative text that contains the author's daily activities or imaginative characters of figures that created by the author.

These are the example of slice of life story:

- a) True of Friends
- b) Postponing School-Work
- c) Unexpected Fortune

I. Personal Experience

Another type of narrative text is personal experience or can also ascribed as the author's personal experience. In this type of text, the author cammonly pour his or her interesting or memorable experince into a good story that can be enjoyed by readers. These are the example of personal experience story:

- a) My Hero Today
- b) Cooking Competition
- c) My Bad Day
- d) My Trip to Banda Neira

2.4 The Concept of Instagram

2.4.1 Definition

Instagram is one kind of mobile application and social media which provides some features that facilitating the users to share photos and videos and building up the interaction with others users in it. As stated bygreatly Ellison (2017), Instagram have presented in 2010, was launched as a photo sharing platform and over the time other new features such as video, texting, and story sharing have been added which contributed to its growth. Nowadays, Instagram have become the most popular social media platform. In line with it, Mansor & Rahim (2017) have stated that Instagram has gained more popularity especially in recent years although there are quite scant studies investigating its efficacy as an educational platform for language learning purposes.

2.4.2 Features on Instagram

Instagram provides many features for the user. In line with this, Sofiyah and Etikaningsih (2018) list the following features as ones that can assist the learning process:

A. Photo and video sharing

There are many features on Instagram. In line with this, Sofiyah and Etikaningsih (2018) list the following features as ones that can assist the learning process: 1) Photo and video sharing: Users may capture pictures or videos using the app or feature that is already provided in their camera roll. Additionally, users can add captions, which provide context for the picture or video that is published in their Instagram story. Utilizing Instagram in the learning process is fully useful for reading comprehension scope. Because the students can flip the picture series effortlessly.

B. Social Network

Like other social networks, Instagram depends on social media interactions, just like having friends or followers. By following other users, users might grow to be friends with them. Users can see the

nickname, profile image, number of uploaded photos or videos, and number of follows and followers at the top of the profile. When users follow someone, their news feed displays the images and videos of that person. Additionally, users have the option to like or comment on those feeds. Furthermore, users have the option of chatting with one another via direct messages. Hence, Instagram become the potential online media to serve as a tool for language instruction since it encourages students to gain their language skills, especially in this scope is reading comprehension. From all the features mentioned above, the Instagram story is the one feature that the researcher use to integrate the treatment of the learning strategy.

2.5 Previous Study

TITLE	RQ	RD	INSTRUMENT	GAP/RECOM
Thesis : The Effectiveness of Picture Series in Teaching Students' Reading Comprehension of Narrative Text by Lisa Rustianti (2017)	“Is the use of picture series effective in the teaching of reading comprehension of narrative text to the eight grade students at MTs. Islamiyah Ciputat?”	QUANTITATIVE: quasi-experimental design (2 kelas berbeda- 1 kelas non treatment dan 1 kelas treatment)	Pre-test and post-test	For the further researchers Then, the writer suggests the investigation on another kind of text for further study because the writer only focuses on a type of narrative text. The situation of the treatment and the students' perception during the implementation of the technique is also interesting to investigate. Hence, the qualitative study is highly recommended

				for further investigation.
Jurnal : The Effect Of Picture Series On Students' Reading Comprehension Of Analytical Exposition Text by Yuli Novita and and Muhammad Kristiawan (2017)		QUANTITATIVE: quasi-experimental design (2 kelas berbeda- 1 kelas non treatment dan 1 kelas treatment)	TEST and Observation	
Thesis: The Effect Of Picture Series On Students' Reading Comprehension Of Procedure Text by Lailitsani (2017)	“is picture series effective towards students' reading comprehension of procedure text at the tenth grade of SMAN 22 Kab. Tangerang?”	The writer used statistical calculation to find out the differences of students' score of 10.3 as experimental class which is taught procedure text using picture and student's score of 10.4 as controlled class which is taught	Pre-test and post-test	For further research This study, of course, is needed to be completed. It is only one of study that proves that pictures can be a useful media in reading text. In addition, the writer hopes that this study can be added and completed from different perspective, ideas and views in order to give more contribution in different perspective. Moreover, the title of this study is the effectiveness of picture series on students' reading comprehension

		<p>procedure text by using textbook. The formula which is used called t test. The formula is used for two groups of large samples correlated each other.</p>		<p>of procedure text, but unfortunately kinds of reading used in this study, due to several reasons, is procedure text. The further research perhaps can conduct the research with other varied genres of text.</p>
<p>Using Picture Stories To Improve Students Reading Comprehension Of The First Year Of Senior High School 1 Bungoro (JUSMINI 2017)</p>	<p>1. Was using picture stories effective in improving students' reading comprehension of the First Years of SMAN 1 Bungoro? 2. To what extent was using picture story effective in improving students' reading comprehension of the First Years</p>	Idem	Idem	<p>1. Picture stories were suggested to use for teacher as an alternative strategy or method in teaching English especially writing. 2. For the further researcher suggested to find out much references about picture stories. 3. Picture stories were not only used for the beginning but also for advance its self. 4. Finally, the researcher expected that this thesis would bring new views for all the readers and the English teachers. Hopefully, there would be other advantages of using Picture stories in teaching and learning</p>

	of SMAN 1 Bungoro?			process not only in reading, but also in the other skills.
The Effect Of Picture Stories On The Students' Reading Comprehension At Mts. Teladan Gebang (ADE SINTA 2022)	Is picture stories have an effect on the students' reading comprehension at MTs.Teladan Gebang.	This study used quantitative research method with two variables. The design of this study was experimental which used two classes the first was experimental class and the second was controlled class.	10 multiple choice test	The other researchers that interested in conducting the research related to this study can use picture stories as variable of their study. They can conduct the research in the different level of the students, eith bigger sample, or another in order to measure the effect of picture stories on the students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the information about the process of data collections and analysis. It consist of five parts. These are research design, subject of the study, research instrument, data collection and data analysis.

3.1 Research Design

This research used a quantitative methodology with pre-experimental design. Quantitative methodology is known as collecting data process in statistically by utilizing structural instruments include as survey, polls, or conducting pre-statistical data (Bacon, 2015). Furthermore, the methodology above was chosen because it is related to the aim of this research which is to investigate the effect of using picture series on Instagram toward students' reading comprehension at SMPN 3 Situbondo.

The researcher determined to use one-group pretest-posttest design for finding the data. Jacobs and Sorensen (2010) in their book of *Introduction to Research in Education*, provides an illustration of *one-group pretest-posttest* design below;

Pre-Test	Independent	Post-Test
V ₁	X	V ₂

Depending on the illustration above, this design includes three (3) steps: (1) conducting a pre-test for measuring the dependent variable; (2) applying the treatment to the subject of study; (3) conducting a post-test for measuring the effect after applying treatment to the dependent variable.

3.2 Subject of the Research

The population of the research is student of the eight grade at SMPN 3 Situbondo which have learned narrative text. It can be indicated that the students have been learned and have more experience in understanding and comprehending narrative text in English lesson. Due to the limited numbers of the subject on the population above, non-probability with purposive sampling is used by the researcher to collecting the sample. Based on Sugiono (2016), purposive sampling is a technique of sampling data sources with certain considerations. It means the eight grade students were selected to become a purposive sampling in order to provide the result accurately with the technique applied. Around 32 students were chosen to be the subject of the study. Based on teacher recommendation, students in eight (8H) was chosen as a sample because they are potential to be the participant of the research.

3.3 Research Instrument

In order to obtain the data for answering the research question, the researcher created pre-test and post-test for collecting the data. The instruments are provided by applying google form as technological media in obtaining the student data. 25 multiple choices question is distributed to the students. In addition, during the treatment process, both researcher and the students are required to use laptop or android which has a good internet connection for facilitating them to access the reading material in Instagram easily for maintaining their comprehension in reading the text.



In providing the pre-test and post-test instrument, the researcher classifies the question based on the learning bloom taxonomy based on the cognitive part. This aims to get a validation for idealizing the instrument so that can be applied on this research.

Table 3. 1 Bloom Taxonomy in Cognitive Aspect Category (C1-C6)



Difficulty Level	Exercise	
	Pre-Test	Post-Test
C1	1. Where did the woman and the man live?	1. How many pairs of shoes could the man make and sell every day?
	2. Which animals who want to eat the Gingerbread man?	2. The shoemaker found a pair of shoes on his work bench in the morning.
	3. Who helped the Gingerbread man cross the river?	3. What did the shoemaker use to do every evening before he went to the bed?
	4. <i>"An old woman and old man lived a quiet life in a small cottage by the river."</i> "A quiet life" has opposite meaning with?	4. What did the shoemaker find on his work bench instead of his leather in the morning?

	5. When the Gingerbread man reached the river banks, a ... Snuck up to him.	5. What did the shoemaker's wife prepare for the elves?
C2	6. What were the old woman and the old man going to do with the gingerbread?	6. Could the shoemaker and his wife save enough money to become rich?
	7. Why was the old woman surprised when she open the oven door?	7. "The shoemaker could not find any faults when he looked and checked the shoes." The word "fault" has the same meaning with?
	8. What happened to the Gingerbread man after crossing the river?	8. The shoemaker was by the perfect work that had happened overnight.
	9. "She pretended an interest toward something she did not feel." Based on	9. "...the shoemaker and his wife lived a happy life with plenty to eat." The

	<p>the sentence attached, the word “pretend” means..?</p>	<p>word plenty has the same meaning with?</p>
	<p>10. "The clever fox. . ." the word "clever in this sentence has meaning as?</p>	
C3	<p>11. What did make the cow wanted to eat the Gingerbread man?</p>	<p>10. Why did the shoemaker and his wife decide to stay awake and watch their workbench all night?</p>
	<p>12. "A cow grazing in a field sniffed the air. The smell of ginger made the cow want to eat the Gingerbread Man. The cow could not catch the Gingerbread Man either." What kind of tenses that is used in the second sentence of this paragraph?</p>	<p>11. When the shoemaker woke up, he was shocked to find a beautiful pair of shoes on his workbench. The word "shocked" has synonym word with?</p>

	<p>13. "As they were crossing the river." What kind of tenses that is used in the sentence?</p>	<p>12. "They fit his feet so perfectly then he paid double the money for them." The word "his" refers to...?</p>
	<p>14. "The water is getting deeper. You should ride on my head." The Word "you" refers to?</p>	<p>13. "He puzzled and puzzled over and questioned who could have made such beautiful shoes." The word "he" refers to?</p>
C4	<p>15. What is the main idea of the paragraph in this picture story below?</p>  <p>The Gingerbread Man ran out of the house. The little old woman and her husband ran as fast as they could, but they could not catch the Gingerbread Man.</p>	<p>14. What is the main idea of the paragraph in the picture story below?</p>  <p>"I must discover who is making these shoes." said the shoemaker to his wife. So, they decided to stay awake and watch the workbench all night.</p> <p>And, they got surprise in the late night. They saw two tiny elves in tattered clothes tip-toed into the workshop. The elves began to sew the leather into beautiful shoes.</p>

C5	16. Why did the fox helped the gingerbread man to cross the river bank?	15. These statement are true, except. . .
	17. What is generic structure of “ <i>A long time ago, an old woman and an old man lived a quiet life in a small cottage by the river.</i> ”?	16. This sentences identified the generic structure of narrative. what is it? <i>"From that day forward, the shoemaker and his wife lived a happy life with plenty to eat."</i>
	18. These statement are true, except. . .	17. What is the generic structure of " <i>When the shoemaker woke up, he was shocked to find a beautiful pair of shoes on his workbench.</i> "?
C6	19. The paragraph in the seventh picture mainly tells about?	18. The ninth picture story mainly tells us about. . .

	7	<p>Then, when the Gingerbread man arrived in the river. He met a clever fox.</p>  <p>The fox pretended that he was not hungry and therefore did not want to catch the Gingerbread man.</p>	9	 <p>In the next day, the shoemaker's wife said to her husband, "Those poor elves must be freezing in their ragged clothes! Let's sew new clothes and shoes for them!"</p> <p>The shoemaker agreed and they patiently sew the clothes. They left the gifts on the workbench for the elves to find.</p>
		20. What is the moral lesson from the story?		19. The story aims to?
				20. What is the proper moral value from the story of "The Shoemaker and The Elves"?

3.3.1 Validity and Reliability Instrument

This part would present the instruments' validity and reability by using SPSS statistic 25.

A. Validity

1. The Validity Of Instrument (25 Multiple Choice Question)

In order to measure the validity of the instrument, the researcher used *the validity content*. It assumed that the content of the instrument provided the data accurately to prove the hypothesis. Before applying to the sample, 25 participants non-sample in the senior highschool students with different class are selected to test the question in the instrument through product moment correlation technique by using SPSS statistic 25. This test is aimed to determine the validity of the instrument. Based on

Sugiono (2012), the result of r product that represents the instruments' question should equal or more higher than r table at significant level of 5%. As mentioned in the criteria, the result of the test is illustrated in a table below:

Table 3. 2 Validity of The Instrument

Pre-Test Question	R Hitung	R Table	Validity
1	0.396	0.64	Valid
2	0.396	0.86	Valid
3	0.396	0.64	Valid
4	0.396	0.86	Valid
5	0.396	0.64	Valid
6	0.396	0.86	Valid
7	0.396	0.64	Valid
8	0.396	0.86	Valid
9	0.396	0.14	Invalid
10	0.396	0.70	Valid
11	0.396	0.86	Valid
12	0.396	0.08	Invalid
13	0.396	0.64	Valid

14	0.396	0.86	Valid
15	0.396	0.64	Valid
16	0.396	0.86	Valid
17	0.396	0.64	Valid
18	0.396	0.86	Valid
19	0.396	0.64	Valid
20	0.396	0.86	Valid
21	0.396	0.49	Valid
22	0.396	0.06	Invalid
23	0.396	0.41	Valid
24	0.396	0.35	Invalid
25	0.396	0.38	Invalid

Post-Test Question	R Hitung	R Table	Validity
1	0.396	0.74	Valid
2	0.396	0.53	Valid
3	0.396	0.80	Valid
4	0.396	0.86	Valid

5	0.396	0.47	Valid
6	0.396	0.88	Valid
7	0.396	0.90	Valid
8	0.396	0.90	Valid
9	0.396	0.97	Valid
10	0.396	0.68	Valid
11	0.396	0.76	Valid
12	0.396	0.77	Valid
13	0.396	0.97	Valid
14	0.396	0.72	Valid
15	0.396	0.84	Valid
16	0.396	0.38	Invalid
17	0.396	0.89	Valid
18	0.396	0.95	Valid
19	0.396	0.97	Valid
20	0.396	0.95	Valid
21	0.396	0.88	Valid
22	0.396	0.89	Valid

23	0.396	0.87	Valid
24	0.396	0.80	Valid
25	0.396	0.84	Valid

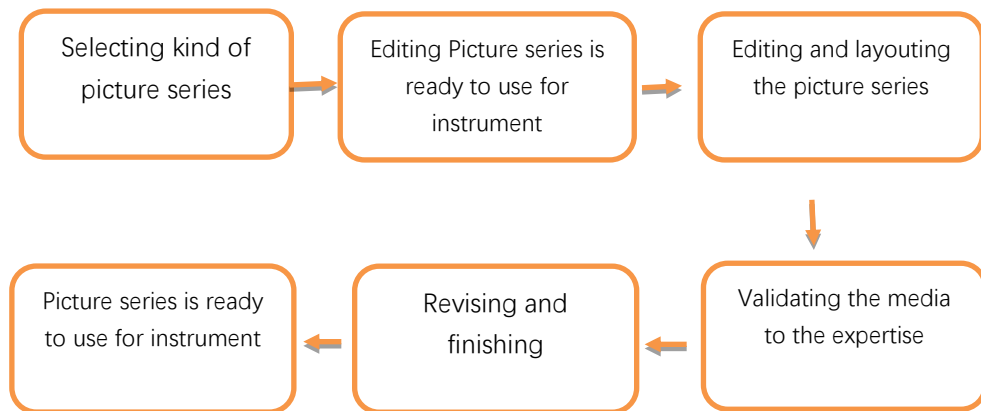
Measurement of validity	Pre-Test	Post-Test
Total items tested	25	25
Total subject	25	25
Total valid/significant items	21	24

Based on the table, the result shows that there were 21 items valid in pre-test and 24 items valid in post-test. However, in conducting this study, the researcher would only select 20 items with high level of validity percentage criterion and appropriate with indicator in lesson plan were used for the test.

2. The Validity of Media (Picture Series)

In addition for checking the validity of media before they were used in the treatment, dealing with teacher-generated picture series as the media, some steps were also conducted in order to provide eligible media. First, the short story of narrative picture series in fairies and fabel genre were selected. The researcher chosed the pictures series story based on the students' level and curriculum. Second, the researcher edited the text so that the story was readable and aimed to make it more comprehensive for the students. Third, editing and lay-

outing pictures was carried out with some consideration depend on visual literacy. Then when the picture book was ready in printed version, it was validated by two experts in reading and teaching media to check the eligibility of the English text and picture combination from the very first page until the last one. There are some revision on the English text before it was ready to be used as media in teaching reading comprehension through picture series on narrative text. The summary of this procedure is depicted in Figure 1.



In conclusion, the result of validy was written on the attachment.

Both instrument and media validity show that they were eligiable to be the instruments for conducting this study.

B. Reliability

In term of research, it cannot be denied that during measurement is always involves some error. This phenomenon is mostly caused by unreliable instrument. This is why reliability becomes the fundamental part in measurement. Azwar (2010) has defined reliability is the consistency of the instrument that showed the meaning of accuracy in the measurement. In short, reliability is also concerned with the effect of error on the scoring within the instrument. In order to find the data

accuracy in this study, the reliability test is conducted by using the Alpha Cronbach's formula and calculated in the SPSS in windows 25 version. The result is shown by the table as below:

Table 3. 3 Reliability of Instrument

Reliability Statistics for Pre-Test

Cronbach's Alpha	N of Items
.937	25

Reliability Statistics for Post-Test

Cronbach's Alpha	N of Items
.978	25

The result shows the reliability of cronbach's alpha is 0,937 (Pre-Test) and 0,978 (Post-Test). The value of the test can be interpreted based on the criteria as follow:

Table 3. 4 Cronbach's Alpha Interval

Interval	Criteria
0,21 – 0,40	Less Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	Reliable

0,81 – 1,00	Very Reliable
-------------	---------------

According to the criteria above, it can be concluded that both of the instruments are very reliable. Because $0,81 < 0,937 < 1,00$, and $0,81 < 0,978 < 1,00$.

3.4 Data Collection

In collecting the data, the researcher obtained the information about the object of the study systematically. This study used pre-test and post-test as the instruments to collect the data for measuring the effect of picture series on Instagram toward students' reading comprehension. Those data refers to the participants' result test based on the authentic test (multiple choice) that provided by the researcher. The researcher asked the students to follow the Instagram account (@i__readers) and turn on the notification which can help them to receive the information about reading material. Then, during 2 weeks the researcher joined and observed the English class to collect the data by integrating 5 treatments in it. The steps to collect the information are described below:

3.4.1 Pre-Test

In this step, the researcher distributed the test to the students. Before the students doing the test, they have to read the reading text that have been posted on Instagram's feed story in the form of picture series of narrative text. They asked to understand and comprehend the text in group, but do the quiz personally. The researcher provides 20 multiple choice test to evaluate their level of reading comprehension before implementing the treatment.

3.4.2 Treatment

After conducting the pre-test, the researcher gave the treatment to the participant in the same population (one group class) by utilizing Instagram's feed story feature. The picture series is focusing on the reading short passage in the form of narrative text. The picture series are provided in a microblogging form in

Instagram feed story. The participants are given the treatment in 5 times in a week. The participants are required to read and identify the reading text in Instagram. The researcher also give a mini quiz by utilizing Instagram story to exercise students' comprehension for assessing and evaluating their reading comprehension. Then, in the next meeting, the participants are questioned about the text to evaluate their understanding about their reading.

3.4.3 Post-Test

To accomplish the data collection, the post-test is given to the participant. Multiple choice design is used to investigate the significant effect of using picture series on Instagram toward their reading comprehension about narrative text. The researcher provides 20 multiple choice test to evaluate their level of reading comprehension after implementing the treatment.

3.5 Data Analysis

3.5.1 Descriptive Analysis

The data is collected through post-test and pre-test by using statistic. Scoring criteria is also used to measure the effect of using picture series on Instagram toward students' comprehension of narrative text. SPSS 26 for windows is applied as the technique to analysis the data in this study aims to get a valid result toward the effect of picture series on student reading comprehension.

A. Scoring pre-test and post-test by presenting with this table

No.	Name	Pre-Tet	Post-Test

The score is obtained by applying this formula:

$$\text{Score} = \frac{\text{student's correct answer}}{\text{student's maximum score}} \times 100$$

In addition, for classifying the score of the student, the researcher use this table of scoring to determining the grade by adapting from Jonathan (2016).

No.	Criteria of Assessment	Score
1	86-100	Excellent
2	70-85	Good
3	50-69	Fair
4	30-49	Poor
5	<29	Very Poor

- B. Discovering the percentage on pre-test and post-test result to classify the score of students into some categories.
- C. SPSS 26 for windows is utilized in determining descriptive data of pre-test and post-test in detail such as mean, minimum and maximum score, standar deviation and etc.
- D. Effect size formula was used in discovering the size effect by using this formula:

Effect Size

$$= \frac{(\text{post} - \text{test average score}) - (\text{pre} - \text{test average score})}{\text{standard deviation}}$$

The result of the effect size is figured out by the criteria as below:

Table 3. 5 Effect Size Scale Tabel

Size	Interpretation
0 – 0,20	Weak effect
0,21 – 0,50	Modest effect
0,51 – 1,00	Moderate effect
>1,00	Strong effect

(Cohen, 2007)

- E. Testing N-Gain to measure the impact of picture series as the treatment of this study by this formula below:

$$(g) = \frac{(post - test\ score) - (pre - test\ score)}{(maximum\ score) - (pre - test\ score)} \times 100\%$$

(Archambault, 2008)

The result is compared with criteria, below: (Hake, R. R, 1999)

Table 3. 6 N-Gain Effectivity Level Criteria (Hake, R. R, 1999)

Interval	Criteria
$(g) < 0.3$	Not Effective
$0.3 \leq (g) < 0.7$	Less Effective
$(g) \geq 0.7$	Quite Effective

Table 3. 7 N-Gain Effectivity Level Criteria in percent (Hake, R. R, 1999)

Interval Percentage (%)	Criteria
< 40	Not Effective
40 – 55	Less Effective
56 – 75	Quite Effective
>76	Effective

3.5.2 Inferential Statistic

A. Normality Test

A normality test was performed to determine whether the sample data came from a normal population or not. Furthermore, it determines the pre-experimental normality without requiring a controlling class. Because the researcher aims to know the data distribution. The Saphiro Wilk test was employed for this normality test with standard score needs to be more than 0.05. SPSS version 26 for Windows was utilizing for this test. The following can be said about how the test of normalcy should be interpreted:

1. The data is considered to be drawn from normally distributed populations if the value of Sig. (2-tailed) exceeds the rate of 5% alpha (sig. (2-tailed) > 0,05).
2. It can be assumed that the data distribution is not normal if the value of Sig. (2-tailed) is less than the rate of 5% alpha (sig. (2-tailed) < 0,05).

B. Homogeneity Test

The homogeneity test was used to determine whether the population types were similar. Hence, the t-test can be applied to assess the hypothesis. In both the pre- and post-test results, the normality and homogeneity tests are applied. The researcher performed the T test using paired sample t test using SPSS version 26 for Windows to analyze the pre-test and post-test score data. Inferential analysis used in this study is performed as follows:

C. Hypothesis Test

1. Determining the statistical hypothesis

- a. H_0 = the use of picture series on Instagram does not effect on student's reading comprehension significantly
- b. H_a = the use of picture series on Instagram effects on student's reading comprehension significantly

2. Determining the significant level

$\alpha = 0.05$ is noted as significant level for this test.

3. Proofing the hypothesis

a. Sig.(2 tailed)

H_a is accepted if the sig.(2-tailed) $<0,05$.

H_0 is accepted if the sig.(2-tailed) $>0,05$

b. T-test

$H_0 = t_0 < t_t$

$H_a = t_0 > t_t$

- 1) If t-test (t_0) $>$ t-table in significant degree 5%, H_0 (null hypothesis) is rejected. It means that the picture series in Instagram significantly effects the student's reading comprehension at SMPN 3 Situbondo.

2) If t-test (t_0) < t-table in significant degree 5%, H_0 (null hypothesis) is accepted. means that the picture series in Instagram has no effect on student's reading comprehension at SMPN 3 Situbondo.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter provides the information about the the findings in the study, where the research was conducted to see whether or not using picture series on Instagram affects on students' reading comprehension at the second grade of SMPN 3 Situbondo (before and after giving the treatment).

4.1 Data Description

The tests were given to the students' in order to identify the effects of using picture series on Instagram toward student's reading comprehension. The result of pre-test and post-test, as showed below:

4.1.1 Students' score in pre-test

The pre-test was used to determine the average score of students in reading comprehension before applying the treatment. Students were given 20 questions based on picture series that students read in Instagram feed story (i__readers). The last, students answered the questions based on the story. The question was provided by utilizing google form in the form of multiple-choice test.

The researcher calculated the students' score by using formula below:

$$\text{Score} = \frac{\text{student's correct answer}}{\text{student's maximum score}} \times 100$$

This is the students' score of pre-test that conducted in SMPN 3 Situbondo in the first meeting.

Table 4. 1 Student Score in Pre-Test

No.	Nama	Pre-Test	Category
1	ATK	80	Good
2	AAF	80	Good
3	AAR	75	Good
4	CAN	60	Fair
5	DNA	60	Fair
6	DSDA	70	Good
7	FNA	70	Good
8	FAS	75	Good
9	HLI	65	Fair
10	HZA	85	Good
11	LRG	70	Good
12	MFMR	60	Fair
13	MRQ	65	Fair
14	NHH	70	Good
15	NKP	65	Fair
16	RWA	80	Good

17	RA	65	Fair
18	SRK	85	Good
19	TCW	75	Good
20	AREP	55	Fair
21	AFZ	70	Good
22	NNO	60	Fair
23	NHA	55	Fair
24	RPA	70	Good
25	RDHP	65	Fair
26	RHDN	80	Good
27	RDH	80	Good
28	SNHZ	75	Good
29	MBA	80	Good
30	ARI	65	Fair
31	RFH	70	Good
32	LPA	80	Good

Based on table 4.1, the data showsd the result of pre-test. In manual calculation, the SUM value= 2260 and the AVERAGE value = 70,6. Then, the highest score of pre-test was 85 and the lowest score was 55. In addition, table

4.3 are the brief information of result post test. Relating to pre test result data, the researcher also provided the detail information in statistic descriptive by using SPSS 26 for windows in figure 4.3.

Table 4. 2 The Result of Pre-Test

No.	Criteria of Assessment	Score	Frequency	Percentage
1	86-100	Excellent	0	0%
2	70-85	Good	20	62.5%
3	50-69	Fair	12	37.5%
4	30-49	Poor	0	0%
5	<29	Very Poor	0	0%

Table 4. 3 Descriptive Data of Pre-Test

pretest reading	Mean	70.625	1.50185
	95% Confidence Interval for Mean	Lower Bound	67.562
	Upper Bound	73.688	
	5% Trimmed Mean	70.6944	
	Median	70	
	Variance	72.177	

Std. Deviation	8.49573	
Minimum	55	
Maximum	85	
Range	30	
Interquartile Range	15	
Skewness	-0.082	0.414
Kurtosis	-0.93	0.809

4.1.2 Students' score in post-test

Table 4. 4 Student Score in Post-Test

No.	Nama	Post Test	Category
1	ATK	85	Good
2	AAF	95	Excellent
3	AAR	90	Excellent
4	CAN	70	Good
5	DNA	70	Good
6	DSDA	75	Good
7	FNA	80	Good
8	FAS	90	Excellent

9	HLI	75	Good
10	HZA	95	Excellent
11	LRG	80	Good
12	MFMR	70	Good
13	MRQ	80	Good
14	NHH	75	Good
15	NKP	75	Good
16	RWA	85	Good
17	RA	75	Good
18	SRK	90	Excellent
19	TCW	85	Good
20	AREP	65	Fair
21	AFZ	85	Good
22	NNO	80	Good
23	NHA	70	Good
24	RPA	85	Good
25	RDHP	75	Good
26	RHDN	90	Excellent

27	RDH	100	Excellent
28	SNHZ	95	Excellent
29	MBA	90	Excellent
30	ARI	100	Excellent
31	RFH	100	Excellent
32	LPA	95	Excellent

Based on table 4.4, the data showed the result of pre-test. In manual calculation, the SUM value= 2670 and the AVERAGE value = 83,4. Then, the highest score of pre-test was 100 and the lowest score was 100. In addition, table 4.3 are the brief information of result post test. Relating to pre test result data, the researcher also provided the detail information in statistic descriptive by using SPSS 26 for windows in figure 4.3.

Table 4. 5 The Result of Post-Test

No.	Criteria of Assessment	Score	Frequency	Percentage
1	86-100	Excellent	12	37.5%
2	70-85	Good	19	59.38%
3	50-69	Fair	1	3.12%
4	30-49	Poor	0	0%
5	<29	Very Poor	0	0%

Table 4. 6 Descriptive Data of Post-Test

	Mean		83.4375	1.77399
	95% Confidence Interval for Mean	Lower Bound	79.8194	
		Upper Bound	87.0556	
	5% Trimmed Mean		83.4375	
	Median		85	
posttest reading	Variance		100.706	
	Std. Deviation		10.03522	
	Minimum		65	
	Maximum		100	
	Range		35	
	Interquartile Range		15	
	Skewness		0.051	0.414
	Kurtosis		-1.061	0.809

4.2 Inferential Analysis

A normality and hypothesis test were the two components of inferential analysis that the researcher performed in this study, especially in this chapter. The researcher used the statistical software SPSS 26 for Windows to identify the findings

of the normality and hypothesis test. The following is the outcome of inferential analysis.

4.2.1 Normality Test

Table 4. 7 Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretest reading	.146	32	.079	.944	32	.094
posttest reading	.144	32	.092	.947	32	.120

A. Lilliefors Significance Correction

This study used a Shapiro-Wilk normality test, because the sample of this study involved 32 respondents, it means that the sample size < 50 . Thus, as attach on the table 4.7, the data related to the Shapiro Wilk normality test with a significance level of 0.05 indicated that the pre-test normality test's significance value (sig.) was 0.094, while the post-test normality test was 0.120. Additionally, if the significance value exceeds the significance level, the data can be assumed to be normally distributed. The table above so demonstrates that $(0,094 > 0,05)$ and $(0,120 > 0,05)$. Consequently, it can be assumed that the both data have a normal distribution.

4.2.2 Homogeneity Test

To determine how similar the data were, a homogeneity test was executed. The homogeneity test examines if the variance of two or more

distributions is the same. The following phase in the decision-making process is to determine whether the data distribution is homogeneous if sig. > 0.05. Then If sig. < 0.05, it indicates that the distribution of data is not homogeneous. The following table displays the outcome of the calculation.

Table 4. 8 Test of Homogeneity of Variances

		Test of Homogeneity of Variances			
		Levene			
		Statistic	df1	df2	Sig.
The study result after integrating picture series	Based on Mean	1.614	1	62	.209
	Based on Median	1.460	1	62	.232
	Based on Median and with adjusted df	1.460	1	61.244	.232
	Based on trimmed mean	1.593	1	62	.212

The data is approved (homogeneous) based on the preceding table, where the homogeneity of this research has Sig. 0.209 > 0.05.

4.2.3 Hypothesis Test

For analyzing the differences between pre-test and post-test scores, a paired t-test was implemented. How decisions are made in a paired t-test is if the significance level (sig.) between the pre-test and post-test learning outcomes is less than 0.05, then there is a significant effect on students' reading

comprehension. Conversely, if the significance level (sig.) is more than 0.05, then there is no effect of utilizing picture stories toward students' reading comprehension. Moreover, it was utilized to depict the treatment that had an impact on the pre- and post-test results.

Table 4. 9 Result of pre-test and post-test score

No.	Name	X (Pre-Test)	Y (Post-Test)	D=(Y-X)	D ²
1	ATK	80	85	5	25
2	AAF	80	95	15	225
3	AAR	75	90	15	225
4	CAN	60	70	10	100
5	DNA	60	70	10	100
6	DSDA	70	75	5	25
7	FNA	70	80	10	100
8	FAS	75	90	15	225
9	HLI	65	75	10	100
10	HZA	85	95	10	100
11	LRG	70	80	10	100
12	MFMR	60	70	10	100
13	MRQ	65	80	15	225
14	NHH	70	75	5	25

15	NKP	65	75	10	100
16	RWA	80	85	5	25
17	RA	65	75	10	100
18	SRK	85	90	5	25
19	TCW	75	85	10	100
20	AREP	55	65	10	100
21	AFZ	70	85	15	225
22	NNO	60	80	20	400
23	NHA	55	70	15	225
24	RPA	70	85	15	225
25	RDHP	65	75	10	100
26	RHDN	80	90	10	100
27	RDH	80	100	20	400
28	SNHZ	75	95	20	400
29	MBA	80	90	10	100
30	ARI	65	100	35	1225
31	RFH	70	100	30	900
32	LPA	80	95	15	225

SUM	2260	2670	410	168100
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Table 4. 10 The Result of Paired Samples T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest reading	70.625	32	8.49573	1.50185
	posttest reading	83.4375	32	10.03522	1.77399

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest reading & posttest reading	32	0.75	0

Paired Samples Test

Paired Differences						
	Std. Devia	Std. Error	95% Confidence Interval of the Difference	T	df	Sig. (2-tailed)
Mean	Deviation	Mean				

				Lower	Upper					
Pair 1	pretest reading	-	6.712	1.186	-					
	posttest reading	12.81	71	65	15.232	-10.3923	-10.797	31	0.000	
		25			7					

The final result revealed that the p's Sig. (2-tailed) value was 0.000, which was less than 0.05 ($0.000 < 0.05$). Hence, it may be claimed that there has been a significant effect in students' reading comprehension.

The paired t-test calculation concluded that there were statistically significant differences between the pre-test and post-test scores. Because there was a significant impact of implementing picture series on Instagram on students' reading comprehension in second grade SMPN 3 Situbondo, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

4.2.4 N-gain Test

N-Gain testing is conducted to discover the impact of the treatment after utilize picture series on Instagram specifically. This test is similar to the effect size test that discovered the effect the picture series is given in the treatment process. However, the two tests aim to present the results in different ways. The N-Gain test was designed to demonstrate how the effect itself improved the students' reading comprehension in detail. The researcher was using SPSS 26 for Windows in order to help the calculation of the test. To sum up the result of N-Gain testing is shown in the table below.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_score	32	.17	1.00	.4618	.24677
NGain_persen	32	16.67	100.00	46.1781	24.67730
Valid N (listwise)	32				

Relating to the table above, N-gain test provides a result of 0.46 (N-Gain score) and 46,17 (N-Gain percent). The result must be compared with the Hake Scale (1999), which offers the requirements for N-gain testing, in order to illustrate its significance. The outcome shows a Medium criterion, with a scale range of $0,3 \leq (g) < 0,7$ (N-Gain score) and 46.17 (N-Gain percent) is classified as less effective criterion. Thus, the researcher makes the assumption that picture series in Instagram affect students' reading comprehension in the medium criterion.

4.2.5 Effect Size

Effect size formula was used in discovering the size effect by using this formula:

$$Effect\ Size = \frac{83.43 - 70.62}{8.49} = 1.5$$

The effect size test revealed 1,5 as the result. This number's significance can be explained by referring to the effect size scale that Cohen (2007) has already established. The test's result value of 1,5 belongs to the strong effect category depending on Cohen's scale ($1.5 \geq 1.00$). This indicates that the student's reading comprehension is significantly affected by the utilization of

the picture series on Instagram.

4.3 Discussion

The focus of this study was to increase students' reading comprehension through the use of picture stories of narrative by utilizing Instagram as media. Additionally, picture series facilitate English reading learning. And in the long-term goal, it can be interesting for student to enhance their level on English reading. Students used analysis to learn about and comprehend the short narrative they had read. Using short stories to increase reading comprehension entertained and inspired the students. As a result, understanding the short story was less complicated and more pleasurable. After implementing a picture series on reading comprehension, the student's score climbed greatly.

The researcher's goal in this chapter is to explain how descriptive and inferential analysis are used to interpret research findings.

4.3.1 Descriptive Analysis Interpretation

The researcher discovered some significant data that might support this research after collecting and interpreting the experimental class's pre- and post-test data using a formula and SPSS 26.

1. Students' reading comprehension in pre-test

At SMPN 3 Situbondo, the researcher found that second-grade students' maximum pre-test score is 85, while their lowest score is 55. The mean score is 70.62, with a standard deviation of 8.4957. This indicates that there is enough data in the second-grade pre-test results at SMPN 3 Situbondo to classify student reading comprehension. The researcher notes the outcomes of 32 samples for specifics regarding pre-test results. 20 students included in a good category received scores between 70 and 85 with data percentage 62.5%. Then, 12 students are included in the fair category in the range score 50-69 with data percentage 37,5 %.

2. Students' reading comprehension in post-test

At SMPN 3 Situbondo, the researcher found that second-grade students' pre-test results ranged from 65 (the lowest score) to 100 (the highest score). Both data in manual calculation and using SPSS 26 show that 83.43 is the mean, 10.035 is the standard deviation. It signifies that the post-test results of SMPN 3 Situbondo's second-grade students provide an excellent category for categorizing students' reading comprehension skills. Additionally, 12 students who have a score of (80–100) are considered to be in the excellent category with data percentage 37.5%. On the other hand, 19 students who are included in the good category, receive a score of 70-85 with data percentage 59,38 %. Then, only 1 student who receives a score between 56 and 65 is included in the fair category in reading comprehension with data percentage 3.12%.

It is possible to draw the conclusion that the post-test mean score (83.43 > 70.62) is greater than the pre-test mean score. This indicates that integrating picture series on Instagram is become a benefit media in teaching reading comprehension which is markable by an increasing students score after treatment was given in English reading learning.

4.3.2 Inferential Analysis

A. Normality and Homogeneity Test

As can be seen from the result of SPSS in normality test, the previous analysis indicates that the samples drawn from the population has a normal distribution data. Respectively, both the pretest and the posttest's sig. (2-tailed) are greater than 0.05 (0.718 > 0.05) and 0.05 (0.441 > 0.05). It signifies that the sample drawn from the data-distributed population is normal.

In addition, by analyzing the result of the homogeneity test,

the data of pre-test and post-test are homogenous. It is approved (homogeneous) based on the preceding table, where the homogeneity of this research has Sig. $0.209 > 0.05$.

Depend on the result of normality and homogeneity test, these test become the strong reason the score of pre-test and post-test could be tested on paired sample t-test aims to proof the hypothesis of this study.

B. Hypothesis Analysis

The researcher would interpret the hypothesis testing in this section. The research hypothesizes that "picture series on Instagram is significantly effect on student's reading comprehension at SMPN 3 Situbondo" as was previously mentioned in chapter 3. According to the previous analysis, the computed t-value is -10.797 when the number of samples is 32 and the significance level is set at 0.05. Based on the paired sample t-test output table, it is known that the t value is $-10,729$. The t-value has a negative value because the average pre-test value is lower than the average post-test value. In the context of this case, a negative t-value can have a positive meaning. Thus, the t-value becomes $10,729$. After knowing the t-value from the result of t-test using SPSS 26. Then, the researcher obtained the value of the t-table is 2.039 depend on the value for $n=32$ with degree of freedom $n-1$ and the level of significance being 0.05 . The calculation revealed that the t-value, which is $10.797 > 2.039$, is higher than the t-table. This result concluded that (H_a) is accepted. In brief, picture series on Instagram has significant effect on students reading comprehension for second grade students at SMPN 3 Situbondo.

C. N-gain Test and Effect Size

Depending on the previous finding, the data result of this research include as a Medium criterion, with a scale range of $0,3 \leq (g) < 0,7$ (N-Gain score) and 46.17 (N-Gain percent) is classified as less effective criterion. Thus, the researcher makes the assumption that picture series in Instagram affect students' reading comprehension in the medium criterion. Besides, the effect size test revealed 1,5 as the result. This number's significance can be explained by referring to the effect size scale that Cohen (2007) has already established. The test's result value of 1,5 belongs to the strong effect category depending on Cohen's scale ($1.5 \geq 1.00$). This indicates that the student's reading comprehension is significantly affected by the utilization of the picture series on Instagram. Based on the both result of test, the researcher hopes that it could be investigated by the future researcher in the proper and maintenance media. It possible to achieve a strong and high level of effect. In line with Halimah (2021), she stated that the use of N-gain and Effect size interpreted on how big the independent variable affected on dependent variable.

From the result of all test analysis above, the researcher assumed that the use of picture series on Instagram has a positive effect on student's reading comprehension at SMPN 3 Situbondo. It becomes an evident that applying picture series on Instagram can be an effective and creative media to teach reading comprehension. This research is also supported by the article "Using Picture Stories to Improve Students' Reading Comprehension of the First Year of Senior High School 1 Bungoro" was published by Jusmini (2017). Her research's findings indicated that picture books have an impact

on teaching reading comprehension and can help students become more proficient readers. In addition, Rusriatin (2017) stated that students who had read books with illustrations had higher reading motivation, were easier to understand, and were more adept at memorizing the plot. Additionally, pictures encourage students to read and aid in their comprehension of text. They can also be used to support illiterate students by providing them with picture illustrations; nonetheless, combining pictures and words is an original and creative strategy to convey the meaning or information. Furthermore, this result study also in line with Sinta (2022), She discovered that picture series may help kids understand the meaning of vocabulary words, develop a love of learning English, and make it easier for them to understand stories.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The conclusions and suggestions of the study are presented in this chapter. The discussion and research findings are a framework for the conclusion. The suggestions were meant for the following study that was connected to this one.

5.1 Conclusion

The results of the present research, which were based on the findings and discussion, showed that employing picture series on Instagram can help second-grade students at SMPN 3 Situbondo gain better reading comprehension. It proved by the value of T-test which is $10.797 > 2.039$, is higher than the t-table. This result concluded that (H_a) is accepted. In brief, picture series on Instagram has significant effect on students reading comprehension for second grade students at SMPN 3 Situbondo. Besides, the data result of N-Gain testing includes as a Medium criterion, with a scale range of $0,3 \leq (g) < 0,7$ (N-Gain score) and 46.17. Thus, from the medium criterion, the researcher makes the assumption that picture series in Instagram can be used to inspire and improve students' reading comprehension. In addition, the effect size test revealed 1,5 as the result. The test's result value of 1,5 belongs to the strong effect category depending on Cohen's scale ($1.5 \geq 1.00$). This indicates that the utilization of the picture series on Instagram has a big effect on the students' reading comprehension. The results also highlight the potential of social media platforms like Instagram to engage students in reading activities and promote reading motivation. Additionally, employing picture series as a teaching and learning tool has aroused the students' interest in English learning. Because of their motivation to learn, students make the teaching and learning process feel highly joyful, even though they lack confidence and less skill of reading. As a result, students are quite passionate about it. Thus, it can be inferred from the previously mentioned findings

that using picture series on Instagram as media in the teaching and learning process can affect students' reading comprehension at SMPN 3 Situbondo. In line with it, the level of student's comprehension skills is gained a better level. Then, it can be a promised way to facilitate student in mastering others skills massively in line with increasing the level of their reading comprehension.

5.2 Suggestions

Following the completion of the study, the researcher makes recommendations for educators, learners, and future researchers aiming to enhance or develop students' reading comprehension through the use of picture series. The researcher suggests some recommendation below.

A. For Students

The process of interpreting and comprehending English reading material to extract information is known as reading comprehension. Depending on the result analysis in English learning at SMPN 3 Situbondo, it is imperative for all students of various backgrounds, specifically for foreign students who use English as a second or foreign language, it requires them to comprehend the reading material with true understanding. Additionally, utilizing short stories such as picture series in books or other media, both printed or attached to online platforms makes studying enjoyable. Thus, students or learners can also look for media relating to picture series to facilitate their learning, whether for academic or personal purposes. As mentioned in the background of the study, visual media can effectively ease our brains to absorb the information we read or try to comprehend.

B. The Teachers

The purpose of the picture series on Instagram is to assist teachers in helping students become better at comprehending then obtaining information from English reading texts. As a result, the researcher strongly advises teachers to use other kinds of narrative genres when teaching reading comprehension.

Relating to online platforms, teachers can utilize other online platforms or applications as media to apply picture series on reading or another skill they need to enhance or improve.

C. The Future Researchers

This study can serve as a guide for future investigations into the effectiveness of using picture series in affecting students' reading comprehension in a variety of variables. As the researcher stated on point two. The next researcher can utilize other online platforms or applications as media to apply picture series on reading or another skill they need to enhance or improve. In line with it, the future researcher can also apply the difference method or instruments to obtain the data and prove the hypothesis with better or strong level significant.

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APPENDIXES

Appendix 1 Research Permission Letter

		KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon: (0341) 552.398, Faksimile: (0341) 552.398 Malang http://fitk.uin-malang.ac.id , email: fitk@uin-malang.ac.id	
Nomor	2261/Un 03 1/TL 00 1/11/2022	28 November 2022	
Sifat	Penting		
Lampiran	-		
Hal	Izin Penelitian		
Kepada			
Yth. Kepala SMP Negeri 3 Situbondo			
di			
Situbondo			
Assalamu'alaikum Wr. Wb.			
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:			
Nama	:	Indah Nur Ainun Habibah	
NIM	:	17180013	
Jurusan	:	Tadris Bahasa Inggris (TBI)	
Semester - Tahun Akademik	:	Ganjil - 2022/2023	
Judul Skripsi	:	The Effect of Picture Series on Instagram Towards Student Reading Comprehension in Narrative Text at SMPN 3 Situbondo	
Lama Penelitian	:	November 2022 sampai dengan Januari 2023 (3 bulan)	
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.			
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.			
Wassalamu'alaikum Wr. Wb.			
			
		Dekan, Wakil Dekan Bidang Akademik Muhammad Walid, MA NIP. 19730823 200003 1 002	
Tembusan:			
1. Yth. Ketua Program Studi TBI			
2. Arsip			

PICTURE SERIES FOR PRE-TEST

Typography and edited by @hbbhann
Reading 1

1

The Gingerbread Man



Retold by Rosie McCormick
Illustrated by Gail McIntosh



2

A long time ago, an old woman and an old man lived a quiet life in a small cottage by the river. One day, a little old woman decided to make a delicious gingerbread man cookie.

3

She put the cookie dough on a cookie sheet and baked it in the oven. To her surprise, when she opened the oven, the Gingerbread Man jumped out!



4



The Gingerbread Man ran out of the house. The little old woman and her husband ran as fast as they could, but they could not catch the Gingerbread Man.

5



When the Gingerbread man passed the cowshed, a cow grazing in a field sniffed the air. The smell of ginger made the cow want to eat the Gingerbread man. The cow could not catch the Gingerbread man either.

6



A few moments later, the Gingerbread man passed the home where a cat sleeping in the warm sunshine and thought that the Gingerbread man would make a tasty treat. But, not even the cat could catch the Gingerbread man.

7

Then, when the Gingerbread man arrived in the river. He met a clever fox.



The fox pretended that he was not hungry and therefore did not want to catch the Gingerbread man.

8



The clever fox said that he would be happy to help the Gingerbread man cross the river.

9

As they were crossing the river, the fox said, "The water is getting deeper. You should ride on my head!"



The Gingerbread man allow and trust the fox. Then, moments later the fox said, "Now you should ride on my nose!"

10

They are almost reached the side of the river.



But before the Gingerbread man could even say, "Thank you for your kindness," the fox ate him every last bite.

Chomp! Smack! The clever fox licked his lips as he crossed to the other side of the river.

PICTURE SERIES FOR POST-TEST

Typography and edited by @hbbhann
Reading 2

1

The Shoemaker and The Elves



Retold by Rosie McCormick
Illustrated by Barbara L. Gibson

2



Once there was a poor shoemaker and his wife. "We only have enough leather left to make one pair of shoes," said the worried shoemaker to his wife.

3



When the night came, the shoemaker left the leather on his workbench and went to bed. He decided to make his last pair of shoes in the morning.

4

When the shoemaker woke up, he was shocked to find a beautiful pair of shoes on his workbench.



He puzzled and puzzled over and questioned who could have made such beautiful shoes.

5



In the calm afternoon, a customer came into the workshop and admired the shoes. They fit his feet so perfectly then he paid double payment for them.

6

“We now have enough money to buy dinner and to buy leather for two more pairs of shoes,” the shoemaker said happily to his wife.



Then, when the evening came, he started to cut leather for two pairs of shoes and left it on his workbench.

7



Amazingly, the next morning, there were four pairs of new fancy shoes. The shoemaker and his wife was so satisfied and sold all four then made more money.

8

“I must discover who is making these shoes.” said the shoemaker to his wife. So, they decided to stay awake and watch the workbench all night.



And, they got surprise in the late night. They saw two tiny elves in tattered clothes tip-toed into the workshop. The elves began to sew the leather into beautiful shoes.

9



In the next day, the shoemaker's wife said to her husband, "Those poor elves must be freezing in their ragged clothes! Let's sew new clothes and shoes for them!"

The shoemaker agreed and they patiently sew the clothes. They left the gifts on the workbench for the elves to find.

10

When the elves returned, they discovered the beautiful clothes and shoes. They were so happy with their new clothes then they danced out of the workshop and were never seen again.



From that day forward, the shoemaker and his wife lived a happy life with plenty to eat.

Appendix 3 Research Instrument (Pre-Test and Post-Test)

QUIZ PRE TEST

Name :

Member of Class :

1. Where did the woman and the man live?
 - a. in the big city near the police office
 - b. in the small village by the mountain
 - c. in the small cottage by river
 - d. in the big cottage near the river
 - e. in the big city near the hospital

2. Which animals who want to eat the Gingerbread man?
 - a. a pig, a dog, and a bird
 - b. a cow, a cat, and a fox
 - c. a cow, a fox, and a dog
 - d. a cow, a pig, and a fox
 - e. a fox, a bird, and a snake

3. Who helped the Gingerbread man cross the river?
 - a. A fox helped him to cross the river
 - b. A crocodile helped him to cross the river
 - c. A bird helped him to cross the river
 - d. A goose helped him to cross the river
 - e. A frog helped him to cross the river.

4. *"An old woman and old man lived a quiet life in a small cottage by the river. "*
"A quiet life" has opposite meaning with. . .
 - a. a calm life
 - b. a silent life

- c. a noisy life
 - d. a peaceful life
 - e. a desolate life
5. When the Gingerbread man reached the river banks, a ... Snuck up to him.
- a. A horse
 - b. A Crocodile
 - c. A cow
 - d. A fox
 - e. A frog
6. What were the old woman and the old man going to do with the gingerbread?
- a. they were going to eat the gingerbread
 - b. they were going to sell the gingerbread
 - c. they were going to give the gingerbread to cow
 - d. they were going to throw the gingerbread
 - e. they were going to kill the gingerbread man
7. Why was the old woman surprised when she open the oven door?
- a. The Gingerbread man jumped out of it and and ran out of the house
 - b. The Gingerbread man jumped out of it and ate himself
 - c. The Gingerbread man jumped out of it and and try to kill the old woman
 - d. The Gingerbread man jumped out of it and and speak to the old woman
 - e. The Gingerbread man jumped out of it and give the old woman a gold
8. What happened to the Gingerbread man after crossing the river?
- a. The crocodile opened his mouth and gobbled
 - b. The Gingerbread man run away from the fox
 - c. The Gingerbread man meet the old women again
 - d. The Gingerbread man is caught by the cow
 - e. The fox opened his mouth and gobbled up him
9. *"She pretended an interest toward something she did not feel."*
Based on the sentence attached, the word "**pretend**" means..?

- a. Bersikap
- b. Berpikir
- c. Bermaksud
- d. Berpura-pura
- e. Berkata

10. "*The clever fox. . .*"

the word "clever in this sentence has meaning as?

- a. penipu
- b. rajin
- c. cerdik
- d. licik
- e. baik hati

11. What did make the cow wanted to eat the Gingerbread man?

- a. His brown color
- b. His delicious smell
- c. His beautiful appearance
- d. His big size
- e. His great eyes

12. "*A cow grazing in a field sniffed the air. The smell of ginger made the cow want to eat the Gingerbread Man. The cow could not catch the Gingerbread Man either.*"

What kind of tenses that is used in the second sentence of this paragraph?

- a. Simple Past Tense
- b. Continuous Tense
- c. Simple Past Continuous
- d. Present Future
- e. Past perfect tense

13. "*As they were crossing the river. . . .*"

What kind of tenses that is used in the sentence?

- a. Simple Continous Tense
- b. Past Continous Tense
- c. Simple Past Tense
- d. Past Perfect Tense
- e. Simple present tense

14. "The water is getting deeper. You should ride on my head." The Word "you" refers to....

- a. A fox
- b. An old women
- c. A gingerbread man
- d. A cat
- e. A wizard

15. What is the main idea of the paragraph in this picture story below?



The Gingerbread Man ran out of the house. The little old woman and her husband ran as fast as they could, but they could not catch the Gingerbread Man.

- a. The gingerbread man walk in the field and meet the cow
- b. The gingerbread man jump out from the window
- c. The gingerbread man run out of the house
- d. The gingerbread man talk with the cow and the cat

e. The gingerbread man asked the fox to help him

16. Why did the fox helped the gingerbread man to cross the river bank?

- a. The fox just wanted to help a gingerbread man to cross the river
- b. The fox put an empathy to the gingerbread man
- c. The fox wanted to eat the gingerbread man
- d. The fox wanted to cross the river too
- e. The fox wanted to be the gingerbread man's friend

17. What is generic structure of “*A long time ago, an old woman and an old man lived a quiet life in a small cottage by the river.*”?

- a. Identification
- b. Orientation
- c. Complication
- d. Resolution
- e. Introduction

18. These statement are true, except. . .

- a. The gingerbread man is made by the old woman
- b. The old woman and the old man could not catch the gingerbread man
- c. The fox wanted to eat the gingerbread man
- d. The gingerbread man run out from the house
- e. The crocodile helped the gingerbread man to cross the river

19. The paragraph in the seventh picture mainly tells about?

Then, when the Gingerbread man arrived in the river. He met a clever fox.



The fox pretended that he was not hungry and therefore did not want to catch the Gingerbread man.

- a. The fox's intention to help the gingerbread man to cross the river
 - b. The gingerbread man's intention to ask for the fox help
 - c. The gingerbread man trick to utilize the fox
 - d. The fox's trick to fool the gingerbread man to be his prey
 - e. The gingerbread man's intention to fool the fox
20. What is the moral lesson from the story?
- a. We have to respect each other to live a happy life
 - b. Be careful who you trust. Salt and sugar look the same.
 - c. Friends is the one who help your difficulties and support your happiness.
 - d. Life has no remote, get up and change it yourself.
 - e. A negative mind will never give you a positive life.

QUIZ POST TEST

Name :

Member of Class :

1. How many pairs of shoes could the man make and sell every day
 - a. only one pair of shoes every day just
 - b. two pair of shoes every day only
 - c. four pair of shoes every day for five
 - d. pair of shoes every day just five
 - e. pairs of shoes every day

2. The shoemaker found a pair of shoes in his work bench in the morning.
 - a. Beautiful
 - b. Stichless
 - c. Sheelless
 - d. Fauthless
 - e. cleanness

3. What did the shoemaker use to do every evening before he went to the bed?
 - a. He would cut the leather and sew it to become shoes
 - b. He would buy the leather and sell it again
 - c. He would cut out the leather and give to the elves
 - d. He would buy the leather and ask his wife to cut out the leather
 - e. He would cut out the leather and put it on his work bench

4. What did the shoemaker find on his work bench instead of his leather in the morning?
 - a. He found no one pair of new shoes on his work bench instead of his leather
 - b. He found three pair of new shoes on his work bench instead of his leather
 - c. He found a pair of new shoes on his work bench instead of his leather
 - d. He found five pair of new shoes on his work bench

- instead of his leather
- e. He found eight pair of new shoes on his work bench
instead of his leather
5. What did the shoemaker's wife prepare for the elves?
- a. She prepared a new toy for the elves
 - b. She prepared a new house for the elves
 - c. She prepared a delicious food for the elves
 - d. She prepared a lot f money for the elves
 - e. She prepared a new clothes for the elves
6. Could the shoemaker and his wife save enough money to become rich?
- a. Yes, they could.
 - b. No, they couldn't.
 - c. Yes, they did.
 - d. No, they didn't.
 - e. Yes, they will.
7. "The shoemaker could not find any faults when he looked and checked the shoes." The word "fault" has the same meaning with?
- a. Roughness
 - b. Perfection
 - c. Error
 - d. Cleanness
 - e. Rightness
8. The shoemaker was by the perfect work that had happened overnight.
- a. Disappointed
 - b. Astonished
 - c. Exhausted
 - d. Excited
 - e. Unsurprised
9. "The shoemaker and his wife lived a happy life with plenty to eat." The word plenty has the same meaning with?
- a. Much

- b. A lot
 - c. Little
 - d. Piece
 - e. Less
10. Why did the shoemaker and his wife decide to stay awake and watch their workbench all night?
- a. Because they wanted to find out who come every day and steal their shoes.
 - b. Because they wanted to find out who come every day and buy their shoes.
 - c. Because they wanted to find out who come every day and did the job for them.
 - d. Because they wanted to find out who come every day and take all their shoes.
 - e. Because they wanted to find out who come every day and sell all their shoes.
11. When the shoemaker woke up, he was shocked to find a beautiful pair of shoes on his workbench. The word “shocked” has synonym word with?
- a. Excited
 - b. Delighted
 - c. Amazed
 - d. Enchanted
 - e. Surprised
12. "They fit his feet so perfectly then he paid double the money for them." The word
“his” refers to...
- a. The shoemaker’s wife
 - b. The shoemaker
 - c. The customer
 - d. The elf
 - e. The visitor

13. "He puzzled and puzzled over and questioned who could have made such beautiful shoes." The word "he" refers to?
- The elf
 - The customer
 - The shoemaker's wife
 - The shoemaker
 - The shoemaker's waiters
14. What is the main idea of the paragraph in the picture story below?

8

"I must discover who is making these shoes." said the shoemaker to his wife. So, they decided to stay awake and watch the workbench all night.



And, they got surprise in the late night. They saw two tiny elves in tattered clothes tip-toed into the workshop. The elves began to sew the leather into beautiful shoes.

- The rich man know who did the job for the shoemaker and has wife
 - The Shoemaker and his wife got surprised to find the elves did their job
 - The humble customer was happy to buy the beautiful shoes and pay double for it
 - The elves came and did nothing for the shoemaker
 - The customers was satisfied with the shoemaker services
15. These statement are true, except. . .
- The shoemaker and his wife were thankful to the elves
 - The shoemaker and his wife got surprised because the elves did their job

- c. The elves were happy to do kindness for the shoemaker and his wife
 - d. The customer paid double for the shoes because it looked great
 - e. The shoemaker and his wife give nothing to thanks to the elves
16. This sentences identified the generic structure of narrative. what is it?
"From that day forward, the shoemaker and his wife lived a happy life with plenty to eat."
- a. Complication
 - b. Orientation
 - c. Re-orientation
 - d. Resolution
 - e. Introduction
17. What is the generic structure of "When the shoemaker woke up, he was shocked to find a beautiful pair of shoes on his workbench."?

4

When the shoemaker woke up, he was shocked to find a beautiful pair of shoes on his workbench.



He puzzled and puzzled over and questioned who could have made such beautiful shoes.

- a. Re-orientation
- b. Orientation
- c. Complication
- d. Resolution

e. Introduction

18. The ninth picture story mainly tells us about. . .



9

In the next day, the shoemaker's wife said to her husband, "Those poor elves must be freezing in their ragged clothes! Let's sew new clothes and shoes for them!"

The shoemaker agreed and they patiently sew the clothes. They left the gifts on the workbench for the elves to find.

- a. The man who bought the fancy shoes with double payment
- b. The shoemaker and the wife were happy to sell the new perfectly shoes
- c. The shoemaker and his wife sew some clothes as a gift for the elves
- d. The shoemaker and his wife sew a clothes and put it on the work bench
- e. The shoemaker and his wife sew a clothes and give it free to the customer

19. The story aims to. . .

- a. Inform the reader about the elves kindness
- b. Describe the shoemaker and his wife
- c. Inform the reader about the shoemaker's life
- d. Inform the reader about writer story
- e. Entertain the readers through the story

20. What is the proper moral value from the story of "The Shoemaker and The Elves"?
- a. Get busy living or get busy dying.
 - b. Be kind, cause everyone you meet is fighting a harder battle.
 - c. Virtue is bold, and goodness never fearful.
 - d. Don't stop learning because life doesn't stop teaching.
 - e. The best appreciation for other kindness is do the same thing for them.

Appendix 4 Media Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : B-0743 /Un.03/FITK/PP.00.9/01/2023 30 Januari 2023
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Media)

Kepada Yth.
Basori, M.S.Ed
di -
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Indah Nur Ainun Habibah
NIM : 17180013
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Effect Of Picture Series On Instagram Toward
Student's Reading Comprehension In SMP 3
Situbondo
Dosen Pembimbing : Dr. Hj. Like Raskova Oktabeerlina, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik



Appendix 5 Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id), email : fitk@uin_malang.ac.id

Nomor : B-0744/Un.03/FITK/PP.00.9/01/2023 30 Januari 2023
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
Dr. Alam Aji Putera, M.Pd
di -
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Indah Nur Ainun Habibah
NIM : 17180013
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Effect Of Picture Series On Instagram Toward
Student's Reading Comprehension In SMP 3
Situbondo
Dosen Pembimbing : Dr. Hj. Like Raskova Oktabeerlina, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Wakil Dekan
Wakil Dekan Bid. Akademik



Appendix 6 Instrument Validation Sheet

Validation Sheet

Post-test Instrument of The Effect of Picture Series in Instagram for Increasing Student Motivation in Reading at SMPN 3 Situbondo

Validator	:	Dr. Alam Aji Putera, M.Pd
NIP	:	198604112019031008 nidn
Expertise	:	English Language Learning
Instance	:	UIN Maulana Malik Ibrahim Malang
Validation Date (dd/mm/yyyy)	:	23 Mei 2022

A. INTRODUCTION

This validation sheet is used to obtain an assessment from the validator (Mr./Ms.) on the research instrument that I use for conducting my present research. Every feedback is essential for improving the quality of the instruments in my research. I would like to say thank you for your willingness to become a validator and fill out this validation sheet for supporting my research.

B. GUIDANCE

1. Please give a score on each item of the statement by using the sign (√) in the column with the scale as follows:
 - 1 = Very Poor
 - 2 = Poor
 - 3 = Average
 - 4 = Good
 - 5 = Excellent

2. Please provide your feedback/suggestion in the column.

C. ASSESSMENT RUBRIC FOR PRE-TEST INSTRUMENT

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Questions are well designed to determine the skill that supposed to be investigated					V	
2	Questions are well organized				V		
3	Questions are designed to determine the conditions, knowledge, perceptions, and attitudes that are supposed to be measured				V		
4	Questions are positively stated					V	
5	Questions are easy to understand					V	
6	Questions are appropriate with the topic material					V	
7	Questions are stated in clearly and do not cause					V	

	bias						
8	Questions are obviously instructed					V	
9	Questions are grammatically constructed					V	
10	Questions use language structure and conceptual level that suit with participant level (effective and communicative language)					V	

Source: Ningsih, Validation Sheet, 2021, p. 2. See *Academia.edu*, 16 Mei 2022,

No.	Indicator	Score				
		1	2	3	4	5
1	Assessment result for question number 1					V
2	Assessment result for question number 2					V
3	Assessment result for question number 3					V
4	Assessment result for question number 4					V
5	Assessment result for question number 5					V
6	Assessment result for question number 6					V

7	Assessment result for question number 7					V
8	Assessment result for question number 8					V
9	Assessment result for question number 9					V
10	Assessment result for question number 10					V
11	Assessment result for question number 11					V
12	Assessment result for question number 12					V
13	Assessment result for question number 13					V
14	Assessment result for question number 14					V
15	Assessment result for question number 15					V
16	Assessment result for question number 16					V
17	Assessment result for question number 17					V
18	Assessment result for question number 18					V

19	Assessment result for question number 19					V
20	Assessment result for question number 20					V

Source: Ningsih, Validation Sheet, 2021, p. 2. See *Academia.edu*, 16 Mei 2022.

D. GENERAL FEEDBACK AND SUGGESTION

Please use Bloom Taxonomy Learning ti categorize the exercise and achieve an ideal instrument for measuring reading comprehension.

E. CONCLUSION

Based on the assessment above, it could be concluded that this post-test instrument is:

Please give the strikethrough on the answer that do not match with your conclusions.

1. ~~Proper to use for collecting the data in this research without revision~~
2. Proper to use for collecting the data in this research within revision

Malang, 23 Mei 2022

Validator,

Dr. Alam Aji Putera M. Pd.

NIP.19890421201502011153

Appendix 7 Media Validation Sheet

Validation Sheet

**Blueprint of Instrument of The Effect of Instagram Picture Series toward
Students' Reading Comprehension at SMPN 3 Situbondo**

Validator	:	Basori, M.S.Ed.
NIP	:	198604112019031008
Expertise	:	English Language Learning
Instance	:	UIN Maulana Malik Ibrahim Malang
Validation Date (dd/mm/yyyy)	:	19/05/2022

A. INTRODUCTION

This validation sheet is used to obtain an assessment from the validator (Mr./Ms.) on the research instrument that I use for conducting my present research. Every feedback is essential for improving the quality of the instruments in my research. I would like to say thank you for your willingness to become a validator and fill out this validation sheet for supporting my research.

B. GUIDANCE

1. Please give a score on each item of the statement by using the sign (√) in the column with the scale as follows:

6 = Very Poor

7 = Poor

8 = Average

9 = Good

10 = Excellent

2. Please provide your feedback/suggestion in the column.

C. ASSESSMENT RUBRIC

1. The construction of the research instrument

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instruments are well constructed and formulated						<i>It use a good construction, but it still needs any revisions.</i>
2	Research instrument are relevant to the research objectives						<i>It use proper media for the research, but it need organizational structure in media.</i>
3	Research instrument are well designed						<i>The picture series use a good design and easy to understand. The picture series use an interesting color that support the material.</i>

Mustofa, a. yusuf. (2021). Students' Perception Toward The Use Of Vmeet Uin Malang As An Effective Learning Tool In Efl Classroom. <http://etheses.uin-malang.ac.id/>.

2. The use of language in the research instrument

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instruments use good and correct language and punctuation						<i>Please check the readability of the text. There is some miss punctuation of the text</i>
2	Research instrument are less-effort to understand						<i>You can check and test it into your friend or senior highschool student to further validation</i>
3	Research instrument are communicative						<i>The media is communicative enough</i>
4	Research instruments do not cause bias (obviously and objectively understood)						<i>The media does not cause any bias and use a polite language</i>

Mustofa, a. yusuf. (2021). Students' Perception Toward The Use Of Vmeet Uin Malang As An Effective Learning Tool In Efl Classroom. <http://etheses.uin-malang.ac.id/>.

3. The effectivity of the research instrument

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instruments can facilitate the researcher to find the effect of picture series in Instagram toward students' reading comprehension of second grade at SMPN 3 Situbondo						<i>Yes, after some revision it could be effective to use</i>
2	Research instrument can evaluate and show the effect of picture series in Instagram toward students' reading comprehension of second grade at SMPN 3 Situbondo						<i>Yes, after some revision it could be effective to use</i>

4. The use of Picture Series in the research instrument

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	

1	Research instruments use visual design elements						<i>Yes, but it still need any revision to be better.</i>
2	Research instruments use visual principle						<i>Not at all, especially on the flow of the story. Please, kindly check and read the visual principle intensively.</i>

Mustofa, a. yusuf. (2021). Students' Perception Toward The Use Of Vmeet Uin Malang As An Effective Learning Tool In Efl Classroom. <http://etheses.uin-malang.ac.id/>.

D. GENERAL FEEDBACK AND SUGGESTION

1. Please kindly revise the media in accordance to the goal of the study. In addition, you need to proof read and check the readability of the text (media) prior to using and or testing to ensure that the vocabulary, the grammar and or syntax meet the level of the students involved in the study.
2. You need to give credits if you take the image you use in the media you have here.
3. You need to give number (the order of the picture) to ease the readers in reading the text.
4. It seems that the type of text you have is a narrative. You need to make sure that the organizational of the two texts given (the media) are the same, otherwise students might get confuse.
5. Instead of saying 'instrument', it prefers to use 'media'.

6. The media says ‘Reading Text for Pre-Test. So, what about the test itself or the questions?’
7. Please double check for the content. See the below picture and some mistakes you might find as well. You might find the same mistakes in other parts.

E. CONCLUSION

Based on the assessment above, it could be concluded that this instrument is:

Please give the strikethrough on the answer that do not match with your conclusions.

- ~~1. Proper to use for collecting the data in this research without revision~~
2. Proper to use for collecting the data in this research within revision

Malang, 19 Mei 2022

Validator,

Basori, M.S.Ed.

NIP.198604112019031008

Appendix 8 Letter of Research Completion at SMPN 3 Situbondo



PEMERINTAH KABUPATEN SITUBONDO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 SITUBONDO



Jln. Talkandang No.01 Telp. (0338) 672215,
E-mail : smpn3_situbondo@yahoo.co.id ; admin@smpn3situbondo.sch.id
Web : www.smpn3situbondo.sch.id
SITUBONDO 68315

SURAT KETERANGAN

Nomor : 420/123 /431.301.7.3.29/2023

Yang bertanda tangan dibawah ini atas nama Kepala SMP Negeri 3 Situbondo (Wakasek Kurikulum) menerangkan bahwa :

Nama : **INDAH NUR AINUN HABIBAH**
NIM : 17180013
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **"The Effect of Picture Series on Instagram Towards Students Reading Comprehension at SMPN 3 Situbondo"**

Yang bersangkutan telah melakukan penelitian di SMP Negeri 3 situbondo pada tanggal 5 Desember 2022 s/d 15 Februari 2023 dengan sangat baik.

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Situbondo, 17 Juni 2023
An Kepala SMPN 3 Situbondo
Wakasek Kurikulum



FARAH DIANA JAMIL, S.Pd
Penata Tk.I IIId
NIP. 198002162005012010

Appendix 9 Thesis Consultation Logbook












KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan
 Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
 http://tarbiyah.uin-malang.ac.id. email : psg_uinmalang@ymail.com

BUKTI KONSULTASI SKRIPSI
 JURUSAN TADRIS BAHASA INGGRIS

Nama : Indah Nur Ainun Habibah
 NIM : 17180013
 Judul : The Effect Picture Series on Instagram Toward Students' Reading
 Comprehension at SMP 3 Situbondo
 Dosen Pembimbing : Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Skripsi
1	22/02/2021	Bab 1 (Background of Study)	
2	17/03/2021	Bab 1- Bab 2	
3	31/03/2021	Bab 3 (Research of Methodology)	
4	07/04/2021	Instrumen Penelitian	
5	25/05/2021	Bab 3 (Design Penelitian dan Instrumen)	
6	03/06/2021	Bab 4 (Research and Discussion)	
7	05/06/2021	Bab 5 (Conclusion and Suggestion)	



No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Skripsi
8	06/06/2021	Pengajuan Persetujuan Daftar Sempro	
9	15/01/2022	Konsultasi Bab 1-3	
10	20/12/2022	Konsultasi Intrument Penelitian	
11	20/03/23	Konsultasi BAB III	
12	15/03/2023	Konsultasi BAB IV	
13	20/12/2023	Konsultasi BAB V	
14	11/05/2024	Konsultasi BAB I-V	
15	12/06/2024	Konsultasi BAB I-V	
16	12/06/2024	Pengajuan Persetujuan Pendaftaran Ujian Skripsi	



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan
Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://tarbiyah.uin-malang.ac.id> email : psg_uinmalang@ymail.com

Malang, ^{June 14th}.....20.24.....

Menyetujui,
Dosen Pembimbing

mengetahui
Ketua jurusan TBI

Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

NIP.
197410252008012015

Prof. Dr. H. Langgeng
Budianto, M. Pd

NIP.197110142003121001

Appendix 10 Lesson Plan

Research Design

This research using quantitative approach with pre-experimental method. An overview of research activities in this study is as shown in the following table.

No.	Meeting	Activity	Object
1.	Meeting 1	Pre-test	Eight Grade Student (8H)
2.	Meeting 2	Treatment	Eight Grade Student (8H)
3.	Meeting 3	Treatment	Eight Grade Student (8H)
4.	Meeting 4	Treatment	Eight Grade Student (8H)
5.	Meeting 5	Treatment	Eight Grade Student (8H)
6.	Meeting 6	Treatment	Eight Grade Student (8H)
7.	Meeting 7	Post-test	Eight Grade Student (8H)

This research will be carried out over 7 meeting. The pre-test and post-test will be given to one class (8H), and the treatment will give for 5 times in Instagram.

I. Learning Plan

Nama Sekolah	: SMPN 3 Situbondo
Mata Pelajaran	: Bahasa Inggris
Materi	: Narrative Text (Reading Comprehension Skill)
Kelas/Semester	: VIII / 2
Tahun Pelajaran	: 2022/2023
Alokasi Waktu	: 7 Pertemuan x 45 (2 offline, 5 online)

A. Kompetensi Inti:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i> dan <i>fable</i> , pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Mengidentifikasi (C-1) struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (<i>fairy tales dan fable</i>) lisan dan tulis pendek dan sederhana. 3.7.2 Menganalisis (C-4) teks naratif lisan dan tulis pendek dan sederhana berbentuk <i>fairytale</i> dan <i>fable</i> terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>Fairytales dan fable</i> .	4.7.1 Menggali informasi rinci dari teks narrative berbentuk <i>fairy tales dan fable</i> baik lisan maupun tulis.

C. Tujuan Pembelajaran

- a. Peserta didik dapat mengidentifikasi informasi terkait fungsi sosial dan struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (*fairy tales and fable*) tulis pendek dan sederhana setelah menyimak penjelasan guru.
- b. Peserta didik dapat menganalisis teks naratif tulis pendek dan sederhana berbentuk *fairy tales dan fable* terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan setelah menyimak penjelasan dan mengerjakan beberapa quiz dari guru.

D. Materi pembelajaran

1. Definition of Narrative Text
2. The Purpose of Narrative Text
3. Generic Structure of Narrative
4. Language Features of Narrative

E. Metode pembelajaran/Teknik

1. Model: Application Based Learning
2. Teknik: Ceramah, Tanya Jawab, Diskusi, dan Presentasi.

F. Media dan Alat Pembelajaran

Laptop, LCD Proyektor, handphone dan aplikasi Whatsapp dan Instagram

G. Bahan:

1. Seri gambar di Instagram (teks narasi)
2. Tes pemahaman bacaan (teks naratif)
3. Lembar kerja siswa (teks narasi)
4. Langkah-langkah kegiatan pembelajaran

Pertemuan 1

Kegiatan Pendahuluan:

1. Guru membuka pertemuan dengan mengucapkan salam dan mengajak peserta didik untuk mengawali kegiatan pembelajaran dengan membaca do'a.
2. Guru mengkondisikan suasana belajar yang menyenangkan dengan memberi motivasi kepada siswa.
3. Guru menjelaskan cakupan materi dengan memberikan pertanyaan-pertanyaan kepada siswa mengenai materi *narrative text*.

Kegiatan inti

4. Melakukan pre-test

Kegiatan penutup

5. Guru mengakhiri pertemuan dengan bacaan hamdalah dan salam.

Pertemuan 2

- Treatment: koordinasi dan diskusi di aplikasi chat Whatsapp, membaca picture series of narrative dan mengerjakan quiz di Instagram.

Pertemuan 3

- Treatment: koordinasi dan diskusi di aplikasi chat Whatsapp, membaca picture series of narrative dan mengerjakan quiz di Instagram.

Pertemuan 4

- Treatment: koordinasi dan diskusi di aplikasi chat Whatsapp, membaca picture series of narrative dan mengerjakan quiz di Instagram.

Pertemuan 5

- Treatment: koordinasi dan diskusi di aplikasi chat Whatsapp, membaca picture series of narrative dan mengerjakan quiz di Instagram.

Pertemuan 6

- Treatment: koordinasi dan diskusi di aplikasi chat Whatsapp, membaca picture series of narrative dan mengerjakan quiz di Instagram.

Pertemuan 7

Kegiatan pendahuluan:

1. Guru membuka pertemuan dengan mengucapkan salam dan mengajak peserta didik untuk mengawali kegiatan pembelajaran dengan membaca do'a.

2. Guru mengkondisikan suasana belajar yang menyenangkan dengan memberi motivasi kepada siswa.
3. Guru mereview ulang materi dan melakukan evaluasi dari kegiatan pembiasaan membaca selama 5 kali di Instagram.

Kegiatan inti

4. Melakukan post-test

Kegiatan penutup

5. Guru mengapresiasi siswa dan melakukan penguatan untuk menjaga habit membacanya.
6. Guru mengakhiri pertemuan dengan bacaan hamdalah dan salam.

H. Sumber belajar

Buku materi dan internet

I. Penilaian

Sikap:

1. Jujur dan Teliti
2. Tanggung jawab terhadap pekerjaan; disiplin dalam waktu

Pengetahuan:

1. Memahami materi terkait *narrative text* sesuai dengan konteks penggunaannya.

Keterampilan:

1. Siswa mampu memahami teks Bahasa Inggris (*narrative text*) dengan baik dan sesuai penggunaannya.



J. Learning Instrument

Difficulty Level	Exercise	
	Pre-Test	Post-Test
C1 Remembering	21. Where did the woman and the man live?	21. How many pairs of shoes could the man make and sell every day?
	22. Which animals who want to eat the Gingerbread man?	22. The shoemaker found a pair of shoes on his work bench in the morning.
	23. Who helped the Gingerbread man cross the river?	23. What did the shoemaker use to do every evening before he went to the bed?
	24. <i>"An old woman and old man lived a quiet life in a small cottage by the river."</i> "A quiet life" has opposite meaning with?	24. What did the shoemaker find on his work bench instead of his leather in the morning?
	25. When the	25. What did the

	Gingerbread man reached the river banks, a ... Snuck up to him.	shoemaker's wife prepare for the elves?
C2 Understanding	26. What were the old woman and the old man going to do with the gingerbread?	26. Could the shoemaker and his wife save enough money to become rich?
	27. Why was the old woman surprised when she open the oven door?	27. "The shoemaker could not find any faults when he looked and checked the shoes." The word "fault" has the same meaning with?
	28. What happened to the Gingerbread man after crossing the river?	28. The shoemaker was by the perfect work that had happened overnight.
	29. " <i>She pretended an interest toward something she did not feel.</i> " Based on the sentence	29. " <i>...the shoemaker and his wife lived a happy life with plenty to eat.</i> " The word plenty has the same meaning

	attached, the word “pretend” means..?	with?
	30. " <i>The clever fox. . .</i> " the word "clever in this sentence has meaning as?	
C3 Apply	31. What did make the cow wanted to eat the Gingerbread man?	30. Why did the shoemaker and his wife decide to stay awake and watch their workbench all night?
	32. " <i>A cow grazing in a feld sniffed the air. The smell of ginger made the cow want to eat the Gingerbread Man. The cow could not catch the Gingerbread Man either.</i> " What kind of tenses that is used in the second sentence of this paragraph?	31. When the shoemaker woke up, he was shocked to find a beautiful pair of shoes on his workbench. The word "shocked" has synonym word with?
	33. " <i>As they were</i>	32. "They fit his feet so

	<p><i>crossing the river. . .</i> <i>. . .</i>" What kind of tenses that is used in the sentence?</p>	<p>perfectly then he paid double the money for them." The word "his" refers to...?</p>
<p>C4 Analyze</p>	<p>34. "<i>The water is getting deeper. You should ride on my head.</i>" The Word "you" refers to?</p> <p>35. What is the main idea of the paragraph in this picture story below?</p> <div data-bbox="613 1087 954 1371" data-label="Image"> </div> <p>The Gingerbread Man ran out of the house. The little old woman and her husband ran as fast as they could, but they could not catch the Gingerbread Man.</p>	<p>33. "He puzzled and puzzled over and questioned who could have made such beautiful shoes." The word "he" refers to?</p> <p>34. What is the main idea of the paragraph in the picture story below?</p> <div data-bbox="995 1035 1360 1491" data-label="Image"> <p>"I must discover who is making these shoes," said the shoemaker to his wife. So, they decided to stay awake and watch the workbench all night.</p> <p>And, they got surprise in the late night. They saw two tiny elves in tattered clothes tip-toed into the workshop. The elves began to sew the leather into beautiful shoes.</p> </div>
<p>C5 Evaluate</p>	<p>36. Why did the fox helped the gingerbread man to cross the river bank?</p>	<p>35. These statement are true, except. . .</p>

	<p>37. What is generic structure of “<i>A long time ago, an old woman and an old man lived a quiet life in a small cottage by the river.</i>”?</p>	<p>36. This sentences identified the generic structure of narrative. what is it? “<i>From that day forward, the shoemaker and his wife lived a happy life with plenty to eat.</i>”</p>
	<p>38. These statement are true, except. . .</p>	<p>37. What is the generic structure of “<i>When the shoemaker woke up, he was shocked to find a beautiful pair of shoes on his workbench.</i>”?</p>
<p>C6</p>	<p>39. The paragraph in the seventh picture mainly tells about?</p> <div style="text-align: right; margin-bottom: 5px;">7</div> <p>Then, when the Gingerbread man arrived in the river. He met a clever fox.</p>  <p>The fox pretended that he was not hungry and therefore did not want to catch the Gingerbread man.</p>	<p>38. The ninth picture story mainly tells us about. . .</p> <div style="text-align: right; margin-bottom: 5px;">9</div>  <p>In the next day, the shoemaker's wife said to her husband, “Those poor elves must be freezing in their ragged clothes! Let's sew new clothes and shoes for them!”</p> <p>The shoemaker agreed and they patiently sew the clothes. They left the gifts on the workbench for the elves to find.</p>

	40. What is the moral lesson from the story?	39. The story aims to?
		40. What is the proper moral value from the story of "The Shoemaker and The Elves"?

K. Key Answer

Key Answer for Pre-Test

1. C.
2. B.
3. A.
4. C.
5. D.
6. A.
7. A.
8. E.
9. D.
10. C.
11. B.
12. A.
13. B.
14. C.
15. C.
16. C.
17. B
18. E.
19. D.
20. B.

Key Answer for Post-Test

1. A.
2. A.
3. E.
4. C.
5. E.

- 6. B.
- 7. C.
- 8. B.
- 9. B.
- 10. E.
- 11. E.
- 12. C.
- 13. D.
- 14. B.
- 15. E.
- 16. D.
- 17. C.
- 18. C.
- 19. E.
- 20. E.

L. Assessment Criteria

The score is obtained by applying this formula:

$$\text{Score} = \frac{\text{student's correct answer}}{\text{student's maximum score}} \times 100$$

In addition, for classifying the score of the student, the researcher use this table of scoring to determining the grade by adapting from Jonathan (2016).

No.	Criteria of Assessment	Score
1	86-100	Excellent
2	70-85	Good
3	50-69	Fair
4	30-49	Poor
5	<29	Very Poor

Appendix 11 Curriculum Vitae

CURRICULUM VITAE

Name : Indah Nur Ainun Habibah
Student Number : 17180013
Date and Place of Birth : Situbondo, 04 Agustus 1998
Gender : Female
Address : Kp. Mangaran RW/RW 02, Kel. Mangaran,
Kec. Mangaran, Kota
Situbondo, 68363.
Phone Number : +6282232143492
Email : barakaallahulanaa@gmail.com
Parent's Name : Abdul Jalal
Educational Background :



No.	Graduated	Education	Place
1.	2010	MIN Tanjung Pecinan	Tanjung Pecinan, Situbondo
2.	2013	SMPN 1 Panji	Panji, Situbondo
3.	2017	MAN 2 Situbondo	Mimbaan, Situbondo
4.	2024	UIN Maulana Malik Ibrahim	Malang

Malang, 19 Juni, 2024

Mahasiswa,

Indah Nur Ainun Habibah

NIM. 17180013