



**THE EFFECTIVENESS OF USING ONLINE PICTURE
BOOKS FOR TEACHING READING COMPREHENSION OF
NARRATIVE TEXT**

(A Quasi-Experimental Research at grade VIII of SMP
Muhammadiyah 1 Blora in the Academic Year of 2015/2016)

a Final Project

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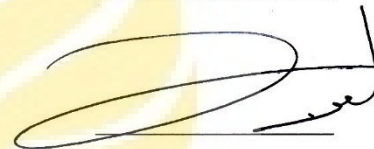
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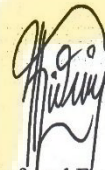


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DECLARATION OF ORIGINALITY

I, Shofyatul Fuadiyah hereby declare that this final project entitled *The Effectiveness of Using Online Picture Book for Teaching Reading Comprehension of Narrative Text* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

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MOTTO AND DEDICATION

“Allah will not change the condition of people until they change what is in themselves.”

(Q.S. Ar-Rad: 11)

“The harder problem actually shows how good you are and how better you will be”

(Budi Waluyo)

This final project particularly dedicated to:

My beloved parents (Mr. Susriyanto & Mrs.Siti Sudarni)

My Sister (Safynatul Fawziyyah)

My whole family

My close friends

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The writer



ABSTRACT

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Key Words: Online Picture Books, Reading, Narrative Text.

This final project aims at examining the effectiveness of online picture books for teaching reading comprehension of narrative text and describing students' responses on the use of online picture books for teaching reading narrative text. This study used experimental research design with the population of this study was the eighth grade students of SMP Muhammadiyah 1 Blora in the academic year of 2015/2016. The sample consisted of 46 students from two classes. VIIIA was the experimental group taught by using online picture books and VIIIB was the control group taught by using printed story text. The data were derived from test and questionnaire for the experimental. The results analyses of the quantitative data showed that the mean scores of the experimental group increased from 55.17 to 74.26. T-test results of both groups after utilizing the treatment showed that Sig.2 tailed (0.001) were lower than *p value* (0.05). It is assumed that there was a significant result. It can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis was accepted which states that there was a significant difference in reading comprehension of narrative text of students who were taught by using online picture books and those who were not taught by using that medium. Therefore, online picture book is effective for teaching reading comprehension of narrative text.

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CHAPTER I

INTRODUCTION

Chapter one consists of background of the study, reasons for choosing the topic, research problem, objective of the study, hypothesis, significance of the study and outline of the report.

1.1 Background of the Study

Curriculum is an important educational aspect. According to Kelly as cited in Smith (2000), curriculum is “All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school”. At present, Indonesia implements two curriculums stated in Regulation of Education and Culture Minister (Permendikbud), No. 106, 2014. The curriculums are (1) 2013 Curriculum (K-13) and (2) School-Based Curriculum (KTSP). 2013 Curriculum is implemented for the schools that have implemented the curriculum for three semesters. Since 2014, the schools that have not implemented the 2013 curriculum for three semesters shall implement the School-Based Curriculum (KTSP). The school for this research, SMP Muhammadiyah 1 Blora implements the School-Based Curriculum (KTSP).

According to the School-Based curriculum (KTSP), the objectives of teaching English in SMP are to improve the communicative competence in understanding and producing spoken and written text covering four language skills (listening, speaking, reading, and writing). Junior High School has English as a compulsory subject taught twice a week. It indicates that English is one of the

significant subjects at this stage. The four skills should be covered properly in teaching English so that the students will get the best results from teaching and learning process.

Reading skill is one of the important skills that should be mastered by students in learning English. Patel and Jain (2008:113) state that “reading is an active process which consists of recognition and comprehension skill, an important skill activity in life with which one can update his/her knowledge and important tool for academic success”. It is stated that students’ comprehension skill is important to cover the goal of teaching English. Furthermore, reading comprehension of a text includes almost each standard competence in junior high school in every grade. It is assumed that teaching reading of some genres in junior high school is considered as a significant material. One of the genres is a narrative text.

There are many types of literature that are considered narratives, including novels, dramas, fables, folk tales, short story, and poetry. At present, literature has a prominent place in language education. Numerous researchers have attested that “reading authentic literature not only enriches one’s imagination and cultural understanding, but it invites multiple reflections of a text which can promote a learner’s interpretative skills and high emotional intelligence” (Lee: 2011). Lee states that all types of literature are generally recognized as effective media because they owe four basic characteristics (simplified natural language, available at schools, colourful pictures, appealing stories). Based on the statement above, narrative is categorized as a literature. Therefore, teachers should combine the

four basic characteristics that contain natural language, widely available, colorful pictures, and stories for teaching reading narrative that can be found in picture books.

According to Wolfenbarger and Sipe (2007) “picture books represent a unique visual and literacy art form that engages young readers and older readers in many levels of learning and pleasure”. They explain in his research, that to guide children’s responses to literature should be appeared three impulses. They are *the hermeneutic impulse* or the desire to know; *the personal impulse* or the need to connect to one’s own life; and *the aesthetic impulse* where children can experience the story as if they were there. Therefore, by using picture books, teachers are encouraging students to respond and understand text in imaginative way. One of the sources of picture books is the internet.

The internet is reshaping nearly all aspects of society. Many schools in the developed countries are now wired for the internet to reform education in order to take better advantage of information technology. According to Warschauer, et al (2000:7), “by combining English and technology in the classroom, teachers will help students master the skills that they will need for academic and occupational success”. The internet provides another medium to draw on many of the same resources.

Based on the statements above, the writer decides to find out the effectiveness of using on-line picture books for teaching reading comprehension on narrative text. This research was conducted to the eight grade students of

Junior High School. By using on-line picture books, the students are expected to improve their reading comprehension of narrative text.

1.2 Reasons for Choosing the Topic

The writer proposes the topic “The Effectiveness of Using Online Picture Books for Teaching Reading Comprehension of Narrative Text” because of the following reasons:

1. Reading comprehension is an important aspect in learning English, but sometimes the students find some difficulties in comprehending a text because of lacking motivation. In order to gain students’ motivation, the teacher should find an interesting medium in teaching reading comprehension.
2. Online picture book is a medium in teaching reading that help students to gain the detailed information from a text. By using online picture books, the students are expected to be able to describe important information from a story. Online picture books are free, so they can be accessed by teachers and students easily. Therefore, the writer intends to examine the effectiveness of using online picture books to teach reading comprehension on narrative text.
3. Narrative text is one of text types to be comprehended by students of Junior High school. In order to achieve the level of comprehension, the students are expected to understand narrative text. However, sometimes students find it difficult to comprehend the whole story in a narrative text. Thus, teacher should apply a suitable medium to teach reading comprehension of narrative text to the students to help students comprehend the lesson easier.

1.3 Research Problem

The problems that are discussed in this study can be stated as follows:

1. how effective is online picture books to teach reading comprehension of narrative texts to the eight grade students of SMP Muhammadiyah 1 Blora?
2. what are the responses of the eight grade students of SMP Muhammadiyah 1 Blora on the use of online picture books in reading comprehension of narrative text?

1.4 Objectives of the Study

The objectives of the study are:

1. to find out the effectiveness of using online picture books in improving students' comprehension ability of narrative texts.
2. to describe the responses of the eight grade students of SMP Muhammadiyah 1 Blora of the use of online picture books in reading comprehension of narrative texts.

1.5 Hypotheses

In this study, the following hypotheses are used for research question number 1:

1. Null hypothesis (H₀): Using Online Picture Books for teaching reading comprehension of narrative text is not effective.
2. Working hypothesis (H₁): Using Online Picture Books for teaching reading comprehension of narrative text is effective.

1.6 Significance of the Study

The significance of the study can be explained as follows:

1. Pedagogical significance

This research is expected to stimulate a better achievement of students' reading comprehension. The media will lead students to understand the meaning and information from a narrative text.

2. Practical significance

The study is intended to become a source of information for English teachers to implement an alternative media in teaching reading comprehension.

3. Theoretical significance

The study is expected to be used as a reference for the next researchers to conduct their research on the same field of study.

1.7 Outline of the Report

This study is divided into five chapters.

Chapter I is introduction. This chapter describes the background of the study, reasons for choosing the topic statements of the problem, objectives of the study, significance of the study, and outline of the study.

Chapter II is review of related literature. It reviews previous studies, and theoretical grounds.

Chapter III is method of investigation. It consists of research design, population and sample, research variable and hypothesis, the experimental design, instrument of collecting data, method of collecting data, and method of analyzing data.

Chapter IV is data analysis and discussion. It discusses the try out of the test, pre-test and post-test, students' mastery level, students' responses, and research findings.

Chapter V is conclusion. It contains the conclusions and suggestions.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter concerns with theory and ideas related to the study. It consists of three subchapters. They are review of previous studies, theoretical review and theoretical framework.

2.1 Review of Previous Studies

There are a number of researchers who conducted studies concerning the use of certain media in teaching reading comprehension. One of the studies was conducted by Arroyani (2010). She used experimental design in her research and some instruments for collecting data. She used interview, documentation and test to complete the data collection. She concluded that using comic strips as teaching media/aids in teaching narrative text can improve the students' reading skill and also motivate the students in learning English, especially narrative text because it can lead to fun, competitive, and consequently memorable learning in English subject. It can be seen from the significant improvement of students' score from the comparison between control group and experimental group. *T-test* indicates that the difference is significant. She also suggested to English teachers that they should be selective in choosing teaching media/aids to help his/her job in explaining the material.

Setyaningsih (2011) conducted a research of using digital story as the teaching medium in reading narrative text. The design of her research was pretest-

posttest experiment–control group design in which there were a pre-test and post-test for both experimental and control groups. The research used try-out, pre-test and post-test for collecting data. The result of this research showed that digital story can improve the students' reading comprehension improvement is validated by *t-test*. She concluded that there was a significant difference of students' achievement in reading comprehension between those who were taught using digital story and those who were taught using conventional narrative explanation. She offered some recommendations for English teachers and students. For English teachers, they may apply the technique of using Digital Story in teaching reading. They may use various kinds of teaching technique. For the students, they had to improve their skills especially in their reading ability by searching the reading materials in the internet.

Other research was conducted by Azizah (2012). She wanted to identify the implementation of the comics in narrative text in Junior High School and how the media could improve students' participation in learning English. She conducted the research by experiment. Before she utilized the treatment, the experimental group got 72 and control group got 73 then after the utilization of the treatment in the experimental group, the mean score is 83,09 and control group averaged at 78,91. She concluded that the implementation of comics with macromedia flash could improve students' reading comprehension in narrative text. The students comprehend text easily and analyze the generic structure of narrative text well. Moreover, the students were enthusiastic and active in learning narrative text by

using comics with macromedia flash. She suggested that comics can be used as an alternative medium to teach reading of narrative texts.

Based on the previous studies, there are various media of teaching reading comprehension that have been used as research topics. The three studies use narrative text during the treatment in improving students' reading comprehension. The differences of these studies with the study that had been conducted by the writer are in the teaching medium and the instruments. The writer conducted a study of using online picture books for teaching reading comprehension of narrative text by using test and questionnaire for collecting data.

2.2 Review of the Theoretical Studies

2.2.1 Media

According to Pratama and Yuliati (2015:719-720), English teachers as one of facilitators in language learning process were intended to facilitate students mastering four skills; listening, speaking, reading, and writing. As the consequences, they might to integrate global problems and global education into the teaching and learning classroom including content, techniques, and teaching materials. Teachers can integrate the content and teaching materials through listening, speaking, reading and writing sources. Reading sources related to the international issues can be used as materials of teaching and learning process to provoke students' critical thinking.

Materials for teaching and learning process are provided by English teachers in media. Harmer (2001:134) said that "As language teachers, we use variety of teaching aids to explain language meaning and construction, engage students in a

topic or as basis of whole activity.” It means that in a teaching and learning process, especially for language teaching, using a medium is absolutely needed. By means of media, students will get more understanding about the materials taught by their teachers.

Media or visual aids play important roles in the teaching and learning process. The use of media facilitates the teacher and the students to reach the goals of the study. Teaching media is one of the components involved in teaching learning process. It is strongly suggested that the teacher make use of teaching medium to support the presentation of the material in the classroom. By using media in teaching learning process, it is hoped that the teacher will be able to motivate the students to learn and pay attention to the material presented.

There are some functions of visual materials or media as stated by Harmer (2001:135) :

- a. To facilitate learning
- b. To engage students' motivation
- c. To engage be linguistically useful
- d. To show information more details

Based on the explanation, it can be assumed that media are tools which are used to obtain information, so it can stimulate learning process.

2.2.2 Online Picture Books

Abundance of English teaching language media resources is available on the Internet. Teachers can acquire all new information from Internet. For example, they often find newspapers, magazines, and picture books appropriate sources of

reading materials for their students. Many publishers around the world now post their newspapers, magazines, even picture books.

In Cambridge Advanced Learners' Dictionary, (2000) describes "online" is products, services or information that can be bought or used on the Internet.

Wolfenbarger and Sipe (2007) define picture books as books which represent a unique visual and literary art form and engage young readers and older readers in many levels of learning and pleasure.

Further, Wolfenbarger and Sipe point out that a picture book is a "book in which the story depends on the interaction between written text and image and where both have been created with a conscious aesthetic intention"

From the statements above, the writer conclude that online picture book is a book in which the story depends on the interaction between written text and image that engage young readers and older readers in many levels of learning and pleasure on the Internet.

2.2.3 Types of Picture Book

2.2.3.1 There are some types of picture book (Russel. D.L, 2009):

(a) Picture storybooks combine the art of storytelling with the art of illustration. Good picture storybooks are very complex works dealing with two distinct art forms.

(b) Picture storybooks can be further divided into three types: 1) easy-to-read books, 2) picture books for older readers, and 3) graphic novels.

(1) Easy-to-read picture storybooks are meant to be read aloud to the intended audience of 4- to 7-year-olds. These books are created to help the beginning

reader read independently with success. They have limited text on each page, large print, double spacing, and short sentences. Language is often controlled, and words are short and familiar.

(2) Picture books for older readers are generally more sophisticated, abstract, or complex in themes, stories, and illustrations. They are suitable for children aged 8 and older. This type of picture books began to appear in the 1970s, perhaps in response to our increasingly visual modes of communication.

(3) Graphic Novels are long-form comic books, usually with lengthy and complex storylines, and often aimed at more mature, serious audiences. These novel-length books feature text written in speech bubbles or as captions in comic books. Graphic novels are popular with middle and high school students. Reluctant readers especially enjoy having these books as a reading option.

2.2.3.2 Qualities of Picture Books

There are some characteristics of picture books that can be classified as good picture books in Sipe (2008:240-244):

- (a.) The illustrations in a picturebook are meant to be seen in sequence.
- (b.) Color has natural associations and cultural associations.
- (c.) The pictures tells what to pay attention to in the visual image
- (d.) The pictures "limit" the words by telling the readers exactly what visual image to think of when the readers read a word.

From the explanation above it can be assumed that a good picture book should have four elements.

2.2.4 Using Picture Books for English Teaching

Wolfenbarger and Sipe (2007:276) state that picture books provide playful and insightful opportunities to develop literary understandings and comparisons with other texts. Research by Sipe (2000) suggests that three impulses appear to guide children's responses to literature:

- (1) The hermeneutic impulse or the desire to know;
- (2) The personal impulse or the need to connect to one's own life; and
- (3) The aesthetic impulse where children can experience the story as if they were there.

By allowing children to fulfill these impulses, teachers are encouraging children to respond to and manipulate texts in imaginative ways so that the children become the 'active agents in the story rather than merely spectators of someone else' is telling.

Based on the explanation, using picture books for English teaching on students' comprehension on narrative text can guide students comprehending the narrative text.

2.2.5 Reading Comprehension

Reading is one of the major language skills which has distinctive characteristic from the others. Some definitions of reading are given by some linguists, one of them is stated by Grabe and Stoller (2002:12), "Reading is the ability to understand information in a text and interpret it appropriately".

In this regard, Broughton et al (2003:90) states:

- (1) Reading is a complex skills.

- (2) Reading is an ability to recognise the stylised shapes which are figures, curves and lines and dots in patterned relationships.
- (3) Reading is the ability to the ability to correlate the elements of the patterns on the paper and formal elements of language.
- (4) Reading is interpreting signs, letters, or symbols by assigning meaning to them.
- (5) Reading is a number of common interpretations. It may mean that reading involves understanding.

It can be concluded that the objective of reading is find out the content of what we read. Finding out the subject, the object, and the plot are essential aspects which should be considered by the readers.

2.2.6 Narrative Text

Anderson (2003:8) states that narrative is a piece of text which tells a story and entertains or informs the readers or listeners. A good story should be interesting, so it encourage the readers.

Then, Anderson suggests that a good narrative uses words to tell the characteristics look like, where the setting happened, and the action. With the suggestion that stated by Anderson, it can be analyzed that a good narrative makes the readers or listeners feel like the actors of the story. The readers and listeners feel and imagine the situation of the text.

There are many different types of narratives (2003:18) :

- (1) humour
- (2) romance

- (3) crime
- (4) real-life fiction
- (5) historical fiction
- (6) mystery
- (7) fantasy
- (8) science fiction
- (9) diary-novels
- (10) adventure

A text genre always has some elements. The elements are the social function, the generic structure, and the significant grammatical features. The following is the explanation by Siahaan and Shinoda (2008:74)

- (a) Social function: to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events and which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- (b) Generic structure:
 - (1) Orientation : setting the scene and introduces the participants.
 - (2) Evaluation : a stepping back to evaluate the plight.
 - (3) Complication : a crisis series.
 - (4) Resolution : the crisis is resolved, for better or for worse.
 - (5) Re-orientation : setting the scene and give conclusion (optional)

To help the readers know about the settings completely by giving the details about the characters and situations is useful for them. The readers will understand the text more easily.

(c) Significant lexico-grammatical features:

- (1) Focus on specific and usually individualized participants.
- (2) Use of material processes (and in this text, behavioral and verbal processes).
- (3) Use of relational and mental processes.
- (4) Use of temporal conjunctions and temporal circumstances.
- (5) Use of past tense.

The three elements of narrative; social function, generic structure, and significant lexico-grammatical features are very useful to measure the students' ability in reading narrative texts and to show whether the students know the differences between narrative and other genres.

2.2.7 Reading Comprehension Teaching

There are some strategies for teaching reading comprehension by Brown (2001:306-310):

- (a.) Identify the purpose in reading

Teacher should make sure the students know their purpose in reading because an efficient reading consists of clearly identifying the purpose in reading something.

- (b.) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)

One of the difficulties which faced by the students in reading is adaptation between spoken and written English. They may need explanation about the oral language, spelling and orthographic rules.

- (c.) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

Intermediate to advanced level students need to be speed readers, but teachers can help them increase efficiency by teaching a few silent reading rules.

- (d.) Skim the text for main ideas

Skimming helps readers to find out the purpose of the passage, the main topic, some supporting ideas by quickly reading the whole text.

- (e.) Scan the text for the specific information

Scanning helps readers to look for the specific information of the passage, such as names, dates, definition, or number by quickly reading in particular part of the passage.

- (f.) Use semantic mapping or clustering

The strategy of semantic mapping or clustering helps readers to provide some orders to arrange the information of the passage in details.

- (g.) Guess when you are not certain

This is the strategy to help learners understand what they read by guessing the meaning of a word, a grammatical relationship, a discourse relationship, content messages and inferring implied meaning.

(h.) Analyze vocabulary

One way for learners to make guessing when they do not immediately recognize a word is to infer the terms of what they know. For example, looking for prefixes and suffixes which may give clues.

(i.) Distinguish between literal and implied meanings.

Literal and implied meaning of the passage is different. Learners can surely know the literal meaning of the passage without processing *pragmatic* information. Implied meaning uses processing *pragmatic* information as follows: “The policeman held up his hand and stopped the car.”

(j.) Capitalize on discourse markers to process relationships

Learners should be familiar with many discourse markers to acquire a clear comprehension of the passage. Some discourse markers are *enumerative* (firstly, secondly, one two, next, then, finally), *additive* (again, also, moreover, furthermore), *logical sequence* (so, to sum up, therefore, overall) and *illustrative* (for example, for instance).

2.2.8 Teaching of Narrative Text Reading

Based on Strong as cited in Amer (2012) argues that “Literature should form an important part of any language teaching class because it offers a rich source for learning reading. Literature may form part of communicative pedagogy in three different ways: 1) providing a context for in which to develop students reading strategies and knowledge of non-fiction and literary texts; 2) forming the basis for an extensive reading program with the attendant acquisition of new vocabulary as well as grammatical forms; 3) offering the opportunity to explore cross-cultural

values.” There are some kinds of literature. One of them is narrative text which tells a story.

Teacher can help students to learn a narrative text and identify recurring story grammar elements provide them with a story schema. When they encounter a new narrative text, students can then call on this story schema to make predictions about what might happen in the story, to visualize settings or characters, or summarize plot events. Instructional practices that facilitate students' understanding of narrative text include (Texas Education Agency, 2016)

- (a) focusing discussions on story elements and encouraging students to relate story events and characters to their own experiences;
- (b) encouraging students to compare the structure of one story to that of other stories they have read; and
- (c) Preparing visual guides, such as story maps of the structure of a story, to help them recall specific story elements.

2.2.9 Teaching of Narrative Text Reading by Using Online Picture Books

Based on Russel (2009), picture books are divided into three types. They are picture story book, picture book for older reader and graphic novel. Picture books consist of some elements based on the types. The elements are limited text, stories, and illustrations, hence there are some benefits of using picture books to teaching of narrative text reading (Hismanoglu, 2005);

- (a) makes the students' reading task easier due to being simple
- (b) motivates learners to read due to being an authentic material,
- (c) offers a world of wonders and a world of mystery,

- (d) promotes critical thinking skills,
- (e) facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community,
- (f) makes students feel themselves comfortable and free,
- (g) helps students coming from various backgrounds communicate with each other
- (h) because of its universal language
- (i) stimulates the imagination and promotes creative thinking,
- (j) strengthens comprehension and learning retention by involving the senses as an integral part of the learning process.

Increasingly, Costello and Kolodziej (2006:27) say that by using picture books, teachers provide opportunity to read variety types of text, such as narrative text improving students' reading ability. Costeloo and Kolodziej suggest some general considerations in selecting picture books, especially for adolescent.

- (a) Teacher's personal enthusiasm

Teachers' exhibited enthusiasm gives positive effect on students interests and curiosity. With high-quality picture books improve students excitement that can be easy task.

- (b) Book's ability to achieve the objectives of particular lesson. For teaching narrative text reading, teachers should consider some factors, such as the generic structure, linguistics feature, and moral value to stimulate students' empathy. It helps teacher to produce a focused and effective lesson.

(c) Book's ability for junior high school should meet literary standards and diversity in positive light.

Consequently, teachers should apply considerations for teaching narrative text. Schoch (2011:19) also recommends general sources for teachers to find out picture books in teaching process. Firstly, local and standard library. It is logical place to find out picture books, especially a nonfiction picture book. Second source is Internet sites. Thus teachers can discover many picture books for their material lesson.

From the explanation, the writer assumes that many benefits from using printed-picture books. The benefits can be more while using online picture books for teaching of narrative text reading. Warschauer et al (2000:7) states that Internet help teacher and students master the reading skills because it provides opportunities for students to interact 24 hours a day. Internet helps them to access online picture books from wider resources. Furthermore, online-picture books are more achievable price than printed-picture books.

2.2.10 Assessment of Reading Comprehension

According to Brown (2004:4) assessment is "an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance".

Based on Brown (187-188), the skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. The

micro and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

Table 2.1
Micro and Macroskills in Reading Comprehension

Microskills	Macroskills
1. Discriminate among the distinctive graphemes and orthographic patterns of English.	1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Retain chunks of language of different lengths in short-term memory.	2. Recognize the communicative functions of written texts, according to form and purpose.
3. Process writing at an efficient rate of speed to suit the purpose.	3. Infer context that is not explicit by using background knowledge.
4. Recognize a core of words, and interpret word order patterns and their significance.	4. From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.	5. Distinguish between literal and implied meanings.
6. Recognize that a particular meaning may be expressed in different grammatical forms.	6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.	7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

2.2.11 Internet for English Teaching

There are five reasons to use the internet for English teaching, Warschauer et al (2000:7):

- (a.) Authenticity : Internet allows students to access for 24 hours with a low-cost and authentic materials in language learning.

(b.) Literacy : New forms of literacy can be found in Internet which may improve the ability to read, write, and communicate. By combining English and internet, teachers will help students master their skills.

(c.) Interaction: One of the purposes in learning language is acquiring the communication skills especially an interactive communication. The Internet provides opportunities for students to interact 24 hours a day with native and nonnative speakers from around the world.

(d.) Vitality : Internet can motivate students to learn and communicate language in a medium which more flexible, constantly changing, and connected to their real life.

(e.) Empowerment: By mastering the Internet, teachers and students can increase their personal power. It allows them to gain their skills as the teacher and the student constantly improving in the future.

Based on the statements above, using the Internet for English teaching is very needed to improve teachers' and students' ability. From the internet, teachers get new materials for teaching, so students are more interested in the lesson.

2.2.12 English Teaching in Junior High School

Yuliasri (2013:14) states that English in Indonesia is the foreign language which has an important rule in international communication. Hence, the English education is the complementary subject of learners' spoken and written communicative competence. She also said that curriculum is a crucial factor which should be considered in undertaking English education. It is a crucial factor because curriculum is well designed for teachers in planning, implementing, and managing English education. Thus, the methods and strategies in the learning

process should be appropriate with the needs and the characteristics of the students.

In line with Yuliasri, Pribady (2015) states that each curriculum has certain objectives. The objectives of teaching English in SMP, according to the School-Based Curriculum are to improve the communication competence in understanding and producing spoken and written text to reach four language skills (listening, speaking, reading, and writing), to improve the ability to understand and produce various short functional text in the form procedure, description, recount, narrative, and report, to improve linguistic abilities (grammar, vocabulary, and intonation), socio-cultural ability, strategy ability, and discourse ability. Reading is a skill that should be mastered in English lesson, so teacher is expected to apply an effective media to lead the students.

2.2.13 Characteristics of Junior High School Students

Junior High School students have special characteristic that make them different from younger and older students. It is essential for us to understand their characteristics, so that we will be able to design the appropriate and adequate programs to fit the particular requirements of individuals in this age group. The range age of Junior High School students varied between 11 to 14 years old. They are in the process of changing from children to adolescent. They usually less motivated and they present outright problems.

It is widely accepted that one of the key issues in teenagers in the search for individual identity. It makes them like challenges, peer approval, and being forced among classmate and friends.

According to Brown (2001:92), there are some characteristics of teenagers that can be described as follows:

(1) Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible. Complex problems can be solved with logical thinking. It means students at this age are able to find the solution of more complex problems by using their logical thinking.

(2) Attention spans are lengthening as a result of intellectual maturation, but with many diversions present in a teenager's life, those potential attention spans can easily be shortened. It means that students are able to pay more attention toward what they do better than when they were younger learners.

(3) Varieties of sensory input are still important, but, increasing capacities for abstraction lessen the essential nature of appealing to all five senses. Therefore, that teacher should apply various ways in conducting teaching and learning process to the students. Thus, students will get better result from the lesson.

(4) Factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their capabilities. Therefore, students have high sensitivity about how others perceive the changing of their physics and emotion along with their mental capabilities.

(5) Secondary school students are becoming increasingly adult-like in their ability to make those occasional diversions from "here and now". Nature of immediate communicative context to dwell on a grammar point or vocabulary item. But as in

teaching adults, care must be taken not to insult them with stilted language or to bore them with over-analysis. It means that at this stage the students' language skills increase which make their language more communicative than before.

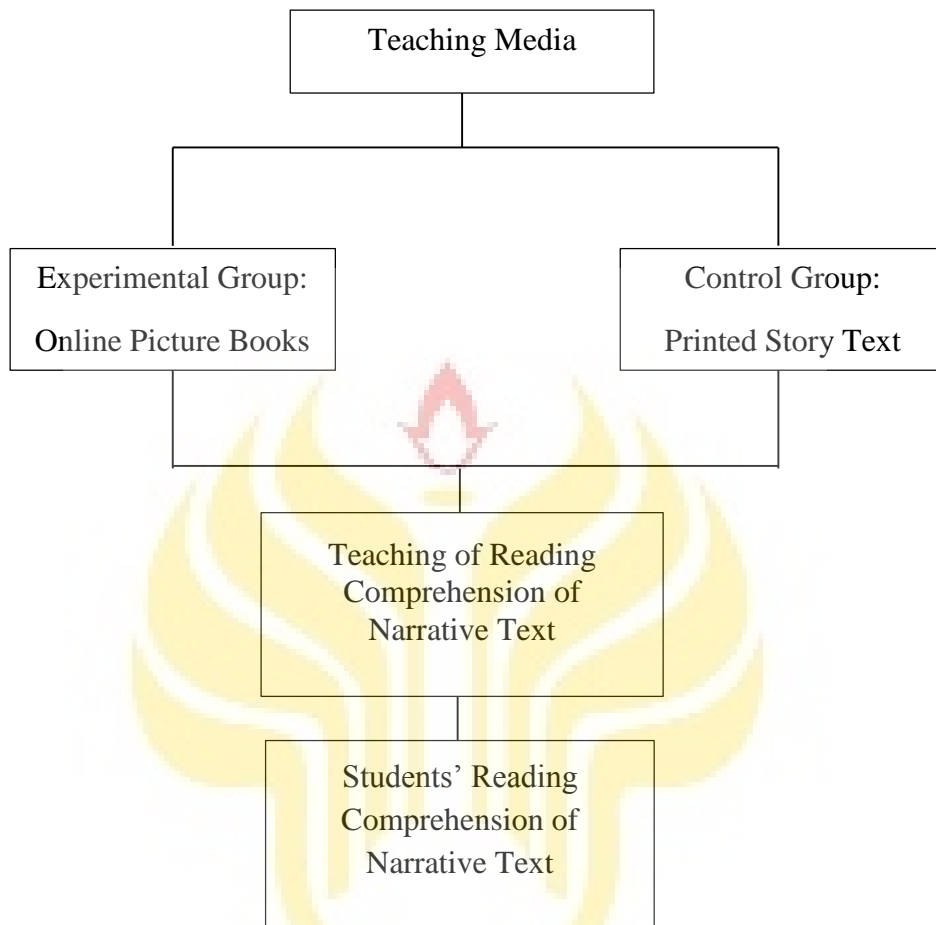
From the statements above, it can be concluded that students of Junior High School need to be guided by teacher in the teaching and learning process of language class. Therefore, the development of their language skill will reach the result appropriately.

2.3 Theoretical Framework

The theoretical framework demonstrated an understanding of theories and concepts to relevant the topic. In this research the writer uses the following theoretical framework to match with the title of the study *The Effectiveness of Using Online Picture Books for Teaching Reading Comprehension of Narrative Text*.



Chart 2.1 The Theoretical Framework



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the important points from the whole discussions in the study. It also provides some recommendations for the readers and the academic teaching as well as for other researchers.

5.1 Conclusion

This research uses quasi-experimental research design. There are two objectives of this study. The first objective of this study is to find out the effectiveness of using online picture books for teaching reading comprehension of narrative texts. The second objective is to describe the responses of students who were taught using online picture books in reading comprehension of narrative texts. Based on the data analysis and the discussion in previous chapter, the conclusion of the research can be drawn as follows:

First, Online-Picture Book is an effective medium to teach reading comprehension of narrative text by analyzing the significant difference between the students who were taught using Online-Picture Book and those who were taught using Printed-Story Text as the explanation of the previous chapter. It was proven by the result of t-test in previous chapter. The t-test results of posttest showed that Sig. (2-tailed) was 0.001 (<0.05). Hence, the null hypothesis (H_0) was rejected. It means that there was a significant difference in students' achievement between the students who were taught using

Online-Picture Book so the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Second, responses of the eight grade students who were taught using online picture books in reading comprehension of narrative texts could be summarized as follows. Online-Picture Book was a helpful medium that could be used for teaching reading of narrative text. It facilitated the students to visualize the situation of the text. By applying this medium, the students could understand more and remember some new set of vocabulary. Second, Online-Picture Book was an attractive and joyful medium. Most of the students stated that using Online-Picture Book in reading narrative text was helpful to get better understanding of the text. It was implied that they enjoyed the lesson. Third, Online-Picture Book was inexpensive. Teachers and students could access the medium for free and with 24-hour availability. Thus, they could get wider range of sources.

5.2 Suggestions

Based on the conclusion of the study, the writer would like to offer some suggestions:

(1) For teachers

Teachers should find proper media so that the students understand the materials easily. Teachers should also present the lesson in an enjoyable and available medium. Following this study, teachers can consider that Online-Picture Book is an effective medium in teaching reading comprehension of narrative text.

(2) For other researchers

Researcher hopes that this research can be used as one of the references for other researchers in conducting their research in the same field of study. At last, other researchers are expected to conduct a better study for the future.



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