VISUAL ART AS A LEARNING MEDIUM TO TEACH READING COMPREHENSION AT SMPN 2 BUA

A Thesis

Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education

IAIN PALOPO

By :

KHUSNUL HATIMAH

20.0202.0017

ENGLISH LEARNING EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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Composed :

KHUSNUL HATIMAH

20.0202.0017

Supervised :

1. **Wahibah, S.Ag., M.Hum.**
2. **Andi Tenrisanna Syam, S.Pd., M.Pd.**

ENGLISH LEARNING EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2025

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Who undersigned below :

Name : Khusnul Hatimah

Reg. Number : 20 0202 0017

Faculty : Education and Teacher Training

Study Program : English Language Education

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Regards

Khusnul Hatimah

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This thesis entitled "Visual Art As A Learning Medium To Teach Reading Comprehension At SMPN 2 BUA", which is written by Khusnul Hatimah, Registration Number 2002020017, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/Munaqasyah which was carried out on Thursday, 30th January 2025/ 30 Rajab 1446 H. It has been approved by the examiners as requirement to pursue the title of Sarjana Pendidikan (S.Pd).

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4. Wahibah, S.Ag., M.Hum. Consultant I (.....)
5. Andi Tenrisanna Syam, S.Pd., M.Pd Consultant II (.....)

Approved by :

On behalf of Rector of IAIN PALOPO
The Dean of Education and Teacher Training Faculty

Prof. Dr. H. Sukiman, S.S.,M.Pd.
NIP. 19670516 200003 1 002

The Head of English Language Education Study Program

[illegible], S.Pd.I.,M.Pd.
19840802 200902 2 007

EXAMINER APPROVAL

Thesis Entitle	: **VISUAL ART AS A LEARNING MEDIUM TO TEACH READING COMPREHENSION**
Written By	
Name	: KHUSNUL HATIMAH
Reg. Number	: 2002020017
Faculty	: Tarbiyah and Teachers Training
Study Program	: English Education Study Program

Has been corrected and approved to be examined in Munaqasyah thesis.

Palopo, December 19th 2024

Examiner I

Amalia Yahya, S.E.,M.Hum.
NIP. 197710132005012006

EXAMINER APPROVAL

Thesis Entitle	: **VISUAL ART AS A LEARNING MEDIUM TO TEACH READING COMPREHENSION**
Written By	
Name	: KHUSNUL HATIMAH
Reg. Number	: 2002020017
Faculty	: Tarbiyah and Teachers Training
Study Program	: English Education Study Program

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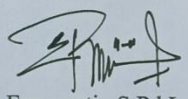

Ermawati, S.Pd.I., M.Hum.
NIP. 19911117 202012 2 019

NOTA DINAS PEMBIMBING

Hal : -

Lampiran : Skripsi Khusnul Hatimah

Kepada Yth.

Ketua Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,-

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NIM : 20 0202 0017

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Wassalamualaikum Warohmatullahi Wabarokatuh.

Palopo, 04 November 2024

Consultant I

Wahibah, S.Ag., M.Hum

NIP. 19690504 200312 2 002

NOTA DINAS PEMBIMBING

Hal : -

Lampiran : Skripsi Khusnul Hatimah

Kepada Yth.

Ketua Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,-

Tempat.

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Sesudah melakukan bimbingan, baik dari segi isi, bahasa, maupun penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Khusnul Hatimah

NIM : 20 0202 0017

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : **"VISUAL ART AS A LEARNING MEDIUM TO TEACH READING COMPREHENSION".**

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamualaikum Warohmatullahi Wabarokatuh.

Palopo, 04 November 2024

Consultant II

Andi Tenrisanna Syam, S.Pd.,M.Pd.

NIP. 19860423 2015 03 2 005

ABSTRAK

Khusnul Hatimah, 2025. *"Seni Visual sebagai Media Pembelajaran untuk Mengajarkan Pemahaman Membaca di SMPN 2 Bua"*. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Wahibah dan Andi Tenrisanna Syam.

Penelitian ini membahas tentang seni visual sebagai media pembelajaran untuk mengajarkan pemahaman membaca di SMPN 2 Bua. Tujuan dari penelitian ini adalah untuk mengetahui apakah seni visual dapat meningkatkan pemahaman membaca siswa kelas dua secara signifikan secara signifikan dan untuk mengetahui respon siswa terhadap seni visual dalam pembelajaran pemahaman membaca. Penelitian ini menggunakan metode pra-eksperimen dengan desain *one group pre-test and post-test*. Populasi penelitian ini adalah 179 siswa. Sampel diambil secara *purposive sampling* yang terdiri dari 32 siswa. Instrumen yang digunakan untuk mengumpulkan data adalah tes *(pre-test dan post-test)*. Peneliti menganalisis skor dengan menggunakan uji-t dan melalui SPSS 29.0. Berdasarkan hasil tersebut, peneliti menyimpulkan bahwa t0 (hitungan) lebih tinggi dari tt (ttable), t0 > tt (29,293> 2.040) menunjukkan adanya peningkatan yang signifikan dalam kemampuan pemahaman membaca siswa setelah peneliti menerapkan seni visual dengan skor rata-rata meningkat dari 28,90 *(pre-test)* menjadi 62,18 *(post-test)*. Lebih lanjut, sebanyak 87,5% siswa sangat setuju bahwa media seni visual membantu mereka dalam memahami teks naratif, meningkatkan kosakata mereka, dan membuat proses pembelajaran lebih proses pembelajaran lebih menyenangkan sedangkan sebanyak 12,5% siswa tidak setuju bahwa seni visual merumitkan pemahaman mereka dan menyoroti peran positif seni visual dalam pembelajaran. Peneliti menarik kesimpulan bahwa Seni visual diharapkan dapat digunakan oleh guru sebagai media pembelajaran untuk mengajar membaca.

Kata Kunci: Pemahaman Membaca, Seni Visual, Media Pembelajaran.

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ABSTRACT

Khusnul Hatimah, 2025. *"Visual Arts as a Learning Medium for Teaching Reading Comprehension at SMPN 2 Bua"*. Thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Wahibah and Andi Tenrisanna Syam.

This study explores the use of visual arts as an instructional medium to teach reading comprehension at SMPN 2 Bua. The objectives of this research are to determine whether visual arts can enhance the reading comprehension of second-year students and to explore students' responses to the use of visual arts in reading comprehension instruction. This study employs a pre-experimental method with a one-group pre-test and post-test design. The population of the study consist of 179 students, with a purposive sample of 32 students. The research instruments used for data collection are pre-test and post-test. The researcher analyzed the scores using a t-test and SPSS 29.0. The researcher found that t_0 (calculated t) was higher than t_t (t-table), $t_0 > t_t$ (29.293 > 2.040), the finding suggested a significant improvement in students' reading comprehension ability after the implementation of visual arts, with the average score increasing from 28.90 in pre-test to 62.18 in post-test. Furthermore, 87.5% of students strongly agreed that visual arts as a learning medium that helped them understand narrative texts, enriched their vocabulary, and made the learning process more engaging, while 12.5% disagreed, stating that visual arts complicated their comprehension. These findings highlight the positive role of visual arts in reading instruction. The researcher concludes that visual arts should be utilized as a medium for teaching reading comprehension.

Keywords: Reading Comprehension, Visual Arts, Learning Medium

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الملخص

خُسنول م. يونس، ٢٠٢٥. "تنمية مهارات الكتابة لدى الطلاب في النصوص الإجرائية باستخدام تسلسل الصور في الصف العاشر بمدرسة SMAN 4 بالوبو". رسالة جامعية، برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو. بإشراف دوي فوروانا ويويون روكييات سعيد.

يهدف هذا البحث إلى معرفة ما إذا كان استخدام تسلسل الصور فعالًا في تحسين مهارات الكتابة لدى طلاب الصف العاشر في النصوص الإجرائية بمدرسة SMAN 4 بالوبو. اعتمد البحث على المنهج شبه التجريبي. شملت عينة البحث ١٣ طالبًا من طلاب الصف العاشر تم اختيارهم بطريقة العينة القصدية. جُمعت البيانات من خلال اختبار قبلي واختبار بعدي، وتم تحليلها باستخدام خمسة معايير لتقييم الكتابة، مع الاستعانة ببرنامج SPSS 26. أظهرت نتائج البحث من خلال اختبار العينات المزدوجة أن قيمة (t) المحسوبة = ٤،٧٠٣ ودرجة الحرية (df) = 12 ، مع مستوى دلالة يساوي صفرًا ($p<0.05$)، مما يعني قبول الفرضية البديلة (H1) ورفض الفرضية الصفرية (H0) أشارت النتائج إلى أن استخدام تسلسل الصور يُعدّ وسيلة فعالة لتحسين مهارات الكتابة لدى الطلاب في النصوص الإجرائية. يُتوقع أن يساهم هذا البحث في تطوير نظرية تعليم اللغة من خلال التأكيد على أن الوسائل البصرية، مثل تسلسل الصور، تُسهم في تعزيز فهم الطلاب وإبداعهم في الكتابة. كما يُمكن أن يكون هذا البحث مرجعًا لدراسات مستقبلية في سياقات ومستويات تعليمية مختلفة.

الكلمات المفتاحية :تسلسل الصور، النصوص الإجرائية، مهارة الكتابة

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The writer hopes this thesis can give some values to the students and English teachers and the readers. The writer realize that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make it better. The researcher also hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis to beloved writer's parents, Allah Swt, may bless us. Aamin.

Palopo, 17 February 2025

Khusnul Hatimah
Reg. Number 2002020017

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CHAPTER I

INTRODUCTION

A. Background

In the process of learning a language, it is essential to develop proficiency in four fundamental language skills: listening, speaking, reading, and writing. As posited by Sari et al. (2019), the act of reading is an ongoing process of learning through written words. The primary objective of reading a text is to comprehend the author's response. Reading is a more intricate process than merely understanding the written text. It necessitates the capacity to visually recognize text and to respond to the text in a manner that reflects one's comprehension and interpretation of the information it conveys[1]. Reading is one of the English abilities which combine mechanics, understanding, retention and use of memory and skills. It is imperative for students because from reading they can find new information from a text they have already read. Reading is a process to identify the important idea. The most important thing is that a reader can comprehend what he or she has already read.[2]

Tangiduk et al (2021) stated that, reading comprehension is defined as a systematic and analytic process through which words, sentences, and texts are addressed and decoded in a manner that is connected to and integrated with one another. The process of reading comprehension is not an uncomplicated one. In

[1] Sari, N. K., Drajati, N. A., & Rochsantiningsih, D. (2019). *Promoting Students' Reading Comprehension Using Graphic* . International Journal of Language Teaching and Education, 118.

[2] Ulvia Ramadhani Wahyuddin, Sahraini, Andi Tenrisanna Syam, "The Use of Paired Reading Method to Teach Reading Skill for the Eighth Grade Students of Islamic Boarding School," English Education Journal, vol. 13, no. 1, 2022, pp. 23–35, https://doi.org/10.24815/eej.v13i1.22335

order to gain information and knowledge from a written text.

In junior high school, certain types of reading texts are emphasized, including recounts, narratives, descriptors, procedures, explanations, and news items. Among the textual options presented, the narrative text is selected for the teaching of reading. Narrative text is the manner in which humans communicate information in a chronological order. This type of text is often employed by students to facilitate the acquisition of the english language in an efficacious and intriguing manner. The implementation of school-based reading instruction may prove an effective strategy for facilitating improvement in reading comprehension.[3]

Muzdalifah & Subrata (2022) stated that, it is imperative that reading skills be applied to students from the earliest grades, including the primary grades. It is of paramount importance to facilitate the application of students' reading during the early grades. It is of significant importance that children cultivate reading skills at an early age, as these skills will subsequently influence their reading abilities. The abilities to reads is a fundamental skill for students, as it provides them with the capacity to engage with the learning process at school. The objective of this study was to observe students with reading difficulties at the lowest second-grade level at SMPN 2 Bua.

[3] Tangiduk, Y. K., Samola, N., & Rorimpandey, R. (2021). Optimizing Students' Reading Comprehension of Descriptive Text Through E-Learning Method with WhatsApp Application at Students of SMA Negeri 1 Buko. Journal of English Culture, Language, Literature and Education, 9(1), 1-16. Students of SMA Negeri 1 Buko. Journal of English Culture, Language, Literature and Education, 9(1), 1-16.

The use of visual arts media in the english language classroom can provide SMPN 2 Bua students with visual arts stimulation. Teachers can foster creativity, critical thinking, and cultural awareness in language learners, thereby enabling them to understand the literature they read. For example, students who read for pleasure and are receptive to new learning approaches will be highly motivated to improve their reading skills. Those who read regularly tend to see it as an integral part of their daily lives. Such people are more likely to encounter challenges during the reading process, which in turn leads to the development of effective reading skills. [4]

In the field of education, junior high school students at SMPN 2 Bua face challenges in learning English. Therefore, the application of reading should be regarded as an indispensable tool for understanding and interpreting written texts and for fostering educational development. Furthermore, it is crucial to recognize that the ability to read critically affects not only academic performance but also personal growth. It is imperative that reading activities be instilled in students from an early age, with the objective of fostering proficiency in reading. Visual art media represents a tool or means of communication that employs visual elements, such as images.

The use of visual arts media serves to facilitate communication and learning. The essential element of reading comprehension is the meaning of the text, rather than merely to accurately read words on a page. It is imperative that students develop proficiency in self-modification, self-management, and self-monitoring to

[4] Muzdalifah, I., & Subrata, H. (2022),"Reading skills need to be applied to students since grade I which is included in the early grades". https://doi.org/10.26740/jrpd.v8n 1.p44-53

become strategic readers capable of selecting pertinent information, constructing logical arguments, and incorporating critical thinking into the text while reading. It is imperative that students be provided with a diverse range of reading materials, including those that facilitate excellent reading comprehension.

B. Research Questions

Based on the background previously the writer formulates the research questions of follows :

a. Does visual art significantly improve students the reading comprehension at the second grade o]|
   \\\\f SMPN 2 Bua?
b. What are the students responses of visual art in learning reading comprehension at the second grade of SMPN 2 Bua?

C. Research Objectives

From the description above, the formulation of the problem proposed in this research is :

a. To find out whether or not visual art significantly improve the students reading comprehension at the second grade of SMPN 2 Bua.
b. To find out the students response towards visual art in learning reading comprehension at the second grade of SMPN 2 Bua.

D. Research Significance

The results of this research are expected to be useful both theoretically and practically.

a. Theoretically

This research is expected to serve as a significant reference for the creation visual art picture series. The provision of appropriate and engaging content can facilitate learning.

b. Practically

a) For Teachers

By doing this research, the objective of this research is to improve significantly the students' reading comprehension at the second grade students of SMPN 2 Bua and response visual art. The writer anticipates that the medium will assist the teacher in identifying students' deficiencies in their skills and reading comprehension abilities.

b) For Students

By using visual art (picture) as alternative medium in the teaching and learning process, hopefully, the students will be improving reading comprehension ability, to be able to read properly.

c) For the future writers

The objective of this writer is to pave the way for subsequent writer to continue exploring of using visual art in reading comprehension education.

E. Research Scope

Scope of the research focuses on the students in learning reading comprehension by using visual art at the second grade of at SMPN 2 Bua. The materials or reading comprehension focused on narrative text namely Fables. The titles of fable are : The Buffalo and The Crocodile, The Fox and The Goat, The

Mouse and The Frog, and The Rats and The Elephants. The writer emphasizes on using picture series in teaching reading vocabulary reading comprehension. The component of reading comprehension in focuses in understanding vocabulary.

F. Definition of Terms

a). Reading comprehension is an important skill that must be achieved by the students to learn English. Reading Comprehension involves understanding vocabulary. Reading comprehension is the centre of reading that need an intentional thinking process to understand the text.

b). Visual arts is a form of creative expression that is primarily perceived through sight. It can be a medium to enhance students' understanding of texts. Through series of pictures, illustrations and other visual elements, learners can better grasp vocabulary. Picture series are widely used in language education to help students grasp the sequence of events and expand vocabulary,

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Related Research

A review of previous research is conducted to provide a foundation for this research. A significant number of researchers have conducted studies on the use of visual art picture series as a medium for teaching and learning.

Claudia (2021) entitled "The Effect of Visual Art Media on Students' Reading Comprehension," focused on the impact of visual art media on the reading comprehension of elementary school students, specifically third graders at an elementary school in South Tangerang City. The researcher employed a quantitative pre-experimental method, using pre-tests and post-tests with multiple-choice questions as instruments to measure reading comprehension. The findings revealed that students' ability to understand reading significantly improved after the treatment involving visual art media. Visual art, such as images, enhanced students' interest in reading and facilitated their understanding of vocabulary meanings. The study involved a single class of 9 students. After the application of visual media, there was a noticeable improvement in students' reading comprehension abilities. Specifically, the majority of students (7 out of 9) scored above 70 in their comprehension scores post-treatment, demonstrating a significant enhancement in their reading skills. In conclusion, the research demonstrated that incorporating visual art media into reading comprehension

lessons positively impacts students' comprehension abilities. The post-test scores showed a marked improvement, with an average score of 80 compared to the pre-test average of 71.25. These results confirm the effectiveness of visual art media in aiding reading comprehension among third-grade students. This study supports the hypothesis that visual art media can effectively enhance students' reading comprehension skills.[5]

Harisnawati (2018) entitled "Applying Visual Art (Picture) to Improve Students' Reading Comprehension of Eighth-Year Students at SMP Negeri 3 Makassar," the research aimed to the application of visual art (pictures) improved the reading comprehension of eighth-year students at SMP Negeri 21 Makassar. To achieve this objective, the research used a pre-experimental design. The population of the study included all eighth-year students of SMP Negeri 21 Makassar in the academic year 2018, comprising 270 students across several classes. The researcher employed a cluster random sampling technique, selecting class VIII-A, which consisted of 20 students, as the sample. This selection was based on the suggestion and recommendation of the English teacher at SMPN 21 Makassar, who indicated that this class had higher motivation in learning reading comprehension but struggled to effectively use their reading comprehension skills. The data were collected through pre-tests and post-tests. The experimental class received instruction using Visual Art (pictures). The data were analyzed using SPSS. The results showed a significant improvement in students' reading

[5] Claudia Nenda Febriani (2021*) "The Effect Of Visual Media On Students' Reading Comprehension*",https://ejournal.unis.ac.id/index.php/PKIM/article/download/1985/1253/4887

comprehension. This was evidenced by the increase in the mean score of the students' post-test (81.75) compared to their pre-test mean score (43). Furthermore, the T-test value for the post-test was 0.02, which is smaller than the significance level (α) = 0.05. Therefore, it was concluded that applying Visual Art (pictures) significantly improved the reading comprehension of eighth-grade students at SMP Negeri 21 Makassar.[6]

Amirullah (2022), in his study titled "The Use of Visual Art to Facilitate Students in Learning English Speaking at SMK Negeri 2 Makassar," aimed to determine whether the use of visual art media could improve students' speaking accuracy and facilitate their speaking fluency at SMK Negeri 2 Makassar. The researcher employed a pre-experimental method with a one-group pre-test and post-test design. Data collection involved administering a pre-test, providing treatment, and conducting a post-test. The findings showed that the t-test value at a significant level (p) of (0.05) with 29 degrees of freedom indicated that the t-table value was 1.6991. For accuracy (pronunciation), the t-test value was 16.784, and for fluency (smoothness), it was 14.262. The analysis of the data demonstrated significant differences in the mean scores before using visual art media and after implementing it in teaching speaking. Therefore, it was concluded that visual art media significantly improved the students' speaking skills.[7]

[6] Harisnawati. (2018) *"Applying Visual Art (Picture) To Improve Students' Reading Comprehension of Eighth Years Students' at SMP Negeri 3 Makassar"*. A Thesis. English Department, Faculty of Languages and Literature, State University of Makassar.

[7] Amirullah et al *"The Use of Visual Art to Facilitate Students in Learning English Speaking at SMK Negeri 2 Makassar",*Vol. 2. No. 1, April 2022, pp. 73-79.

Thulasivanthana (2020) entitled, “Incorporating Visual Arts into English Language Teaching,” highlighted that many English language learners at SVIAS found learning English to be a complex, exhausting, and uninteresting process, often facing significant challenges in acquiring it as an additional language. To address these issues, the study aimed to explore ways to enhance learner engagement and motivation, noting that current teaching methods and resources were insufficient to meet students' needs, interests, and skills. The experimental study investigated whether incorporating visual arts activities could yield positive outcomes in improving students' English skills. Classroom observations were also conducted to complement the findings. The study emphasized that integrating visual arts into education makes learning exciting, memorable, and engaging. Recent research has documented the benefits of using arts in education, including reducing learning anxiety, improving classroom atmosphere, increasing memory retention and motivation, and fostering rapport between students and teachers. This study demonstrated the impact of incorporating visual arts content in English language classrooms. The findings provide valuable insights for English language teachers, encouraging the use of visual arts to cater to diverse preferences, strengths, and learning styles.[8]

Duropan Aida (2020) entitled, “Use of Visual Arts in Facilitating the Speaking Skills of Students,” examined the effectiveness of visual arts activities in enhancing students' speaking abilities. The study also explored participants' perceptions of using visual arts as a strategy, how these activities were

[8] U. Thulasivanthana (2020*) “Incorporating Visual Arts into English Language Teaching.*” Shanlax International Journal of English, vol. 8, no. 4, 2020, pp. 52-56.

implemented in English classes, and suggestions from participants to improve their application. The study employed a purposive sampling method, selecting 20 participants who were divided into four focus groups. The primary instrument for data collection was an interview guide-questionnaire based on the research questions. The results showed that the use of visual arts in English language classes was both interesting and effective. The student-participants found the strategy engaging because it enabled them to express their ideas by interpreting images. This approach allowed students to formulate sentences instantly. Importantly, providing clear instructions and allocating appropriate time for students to gather their thoughts enabled them to generate ideas and confidently share their answers with the class. The learners suggested that speaking activities through visual arts could be further improved if language teachers incorporated specific enhancements. The study revealed that students appreciated the use of visual arts because of the motivation it provided. The visual appeal of the art sparked interest and challenged students to formulate words. As a result, the use of visual arts activities transformed students from uninterested to interested, passive to active, and blunt to critical thinkers. In conclusion, the study demonstrated that visual arts not only improved speaking skills but also created a more engaging and stimulating learning environment.[9]

Based on the previous studies, this research has different and similar aspects to be researched. The studies conducted by Claudias', Harisnawati, Amirullah, Thulasivanthana, and Duropan Aida, share a common focus on investigating the

[9] Duropan Aida. "*Use of Visual Arts in Facilitating the Speaking Skills of Students*." *Asian Journal of Education and Social Studies*, vol. 7, no. 1, 2020, pp. 1-10, doi:10.9734/AJESS/2020/v7i13055172.

impact of visual art media on students' language skills, whether in reading comprehension or speaking abilities. All studies employed a quantitative method with a pre-experimental design, involving pre-tests and post-tests to measure student performance improvement after the treatments of using visual arts in teaching. The results of all studies show that visual art media, such as images, significantly enhance students' language skills. However, differences can be found in the research focus, subjects, and data analysis. Claudia and Harisnawati focused on reading comprehension in elementary and middle school students, while Amirullah studied the speaking skills of vocational school students. Thulasivanthana examined the impact of visual art on motivation and classroom atmosphere in general English learning. In the research, the writer focuses on the significantly the students' reading comprehension at the second grade students of SMPN 2 Bua and response of visual art in learning reading comprehension at the second grade students of SMPN 2 Bua and Class VII A 32 student in sample research.

B. Literature Review

1. Reading Comprehension

According to Harrison discusses the value of reading, which is not only linked to the advancement of science, but also to the ability of people's thought patterns.[10] Reading is one of the English abilities which combine mechanics, understanding, retention and use of memory and skills. It is imperative for students because from reading they can find new information from a text they

[10] Harrison c, "understanding read development," (London : SAGE Publication Ltd, 2004),3.

have already read. Reading is a process to identify the important idea. The most important thing is that a reader can comprehend what he or she has already read. [11]Based on the experience above, the researcher can formulate that reading student can broaden their and knowledge. Reading is an important skill that provides numerous benefits for both children and adults. It can improve cognitive skills, expand knowledge, boost imagination, enhance communication skills, reduce stress, promote empathy, encourage lifelong learning, improve academic performance, develop language skills, and strengthen brain activity. [12]As stated by Rusdiansyah is Reading Comprehension is technique for improving students success in extracting useful knowledge from text. [13] In addition , people mindests are also important in reading to improve brain performance and sharpen memory. This has a good impact on humas themselves.

Reading Comprehension is mother of the most significant skills, it is a fundamental means that helps to learn other skills and it is one of the significant skills in our daily life. In fact, almost all children who start school have the hope of learning to read.[14] Dwi Fitri entitled (2021), "Reading comprehension enables students to expand their knowledge and gather information from texts. It is the

[11] Wahyuddin, U. R., Sahraini, & Syam, A. T. (2022). The use of paired reading method to teach reading skill for the eighth grade students of Islamic boarding school. English Education Journal, 13(1). https://doi.org/10.24815/eej.v13i1.22335

[12] Azizah E. Ar, N., Madehang, Syam, A. T., Masruddin, & Husnaini. (2024). Increasing students' reading skills using reading box in junior high school. IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature, 12(2), 1249–1260. https://doi.org/10.2456/ideas.v12i2.4221

[13] Rusdiansyah, 'Note-Taking As a Technique in teaching reading comprehension',*IDEAS : Journal on English language teaching and learning, linguistics and literature*, 7.2 (2019) , 173_84 <htpps://doi.org/10.24256/ideas.v7i2.1033>.

[14] Anwar, L., Furwana, D., & Iksan, M. (2020). Developing reading worksheet for tenth grade students of SMA Negeri 4 Palopo. Foster: Journal of English Language Teaching, 1(1), 1–8. https://doi.org/10.24256/foster-jelt.v1iI.2

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ability to derive meaning from written material." This suggests that readers attempt to interpret the ideas, emotions, and imagination of the author, provided they understand the text. Reading involves an interaction between the author's thoughts and the reader's mind to communicate a message effectively. The process of connecting information from a text to the reader is known as reading. The process of learning to read comprehension is influenced by the reader's experience in reading. The collection data the pre-experimental, post-test, treatment, and post-test, phases is referred to as reading comprehension. Reading comprehension is a process that involves learning by building a large repertoire of sight words, learning the meanings vocabulary terms encountered in texts, and learning abstract meaning from text. [15]

Mustafa & Bakri (2020) stated that, reading comprehension involves the ability to read, process, and understand text. One key skill that influences an individual's ability to interpret text is making inferences. The complexity of English vocabulary often requires significant mental effort from students to understand word meanings, which can hinder their overall comprehension. Techniques to improve reading comprehension include expanding vocabulary and applying effective reading strategies. In teaching reading comprehension, it is important for teachers to capture students' attention and engage them actively by creating a supportive learning environment and employing diverse, effective teaching methods and techniques in English. These methods can be adapted to fit the needs and abilities of students in different situations. The researcher concluded

[15]Maharani, Dwi Fitri . (2021*). "English Teachers' Perceptions on Using Chunking Strategy in Reading Comprehension".* UIN AR-RANIRY BANDA ACEH.

that using a variety of methods and techniques in teaching reading comprehension not only enhances students' interest and enjoyment but also effectively maintains their attention through active participation in each activity. [16]

According to Kalangi et al. (2019), reading comprehension is a multifaceted interaction which implies that reading means understanding or comprehending the meaning of printed words and materials"[17] In conclusion reading is more than just the activity of pronouncing the printed material or following each line of the written page. It consists of different and mixed activities. They have different purpose why they read. It is also or than recognizing words within a sentence; it includes whole activity of thinking process to evaluate the information. Reading comprehension is a cognitive process that involves multiple components, which work together to derive meaning from the text. The key elements in this process are the reader, the text itself, and the activity of reading. For optimal reading comprehension, these elements must interact smoothly. If any disruption occurs between them, it can lead to challenges in understanding the material. Every person has different reading style depending on their interest, and strengths in comprehending the text. However, although the style is different, we need to construct meaning when we are reading. Hence, we can get information from the text. That reading for comprehension is reading to construct meaning from the text to build understanding of what the text about, not only articulate the words.

[16] Mustafa, M., & Bakri, N. (2020). *"Analyzing the Level of the Students' Reading Comprehension in Comprehending the Narrative Text."*.

[17] Kalangi, M., Liando, N. V. F. & Maru, M. (2019, November). *"The Effect of Applying Internet Browsing in Improving Students' Reading Comprehension Skill"*, (ICSS 2019) (pp. 861-865).

The research on reading comprehension has revealed that reading is a complex cognitive process that is implicated to gain new knowledge and retrieve information on demand. Considering the importance of teaching reading comprehension, methods and approaches have emerged widely to fulfil the needs of learners to comprehend a text and to change their habit in reading as well as to provide understanding about methods and approaches in order to gain the information from the text in general.[18]

In conclusion, reading comprehension is an activity that involves the integration of information from a written text into a reader's conceptual framework. This process entails the recognition of written materials, the interpretation of context, the understanding of words in their contextual and semantic nuances, and the integration of background knowledge to enhance the relevance and comprehensibility of the text. It places significant emphasis on the importance of obtaining the necessary information from a text. The term "comprehension" refers to an active mental process. When an individual reads a text, they actively engage in a process of comprehension, attempting to understand the writer's intended message.

2. Visual Art

Visual art involves two aspects: the definition and characteristics of visual art describe visual arts as encompassing all forms of art that can be seen, including drawing, painting, sculpture, printmaking, ceramics, design, crafts,

[18] Ermawati, Yunus, N., & Pammu, A. (2018). The role of inquiry-based learning to improve reading comprehension of EFL students. *JISHELS: Journal on Interdisciplinary Studies on Humanities, 1*(1), 13–23. http://journal.unhas.ac.id/index.php/jish.

photography, and video. They note that visual arts inspire students, encourage critical thinking, and provide a variety of effective teaching tools. Thus, integrating visual arts into classroom activities is a powerful approach to teaching diverse subjects.[19] Art has always been a valuable tool in education, and when combined with reading, writing, speaking, and listening, it fosters deeper analysis and challenges students to explore both themselves and their environment, leading to enhanced comprehension and communication. Several studies have shown that visual arts contribute to improved academic performance.

Anggraini L.Yuwono H.Early (2022) stated that, art plays a significant role in the growth and development of young children across various aspects. Art activities, such as visual and performance art, provide children with opportunities to express their creativity, often through creating visual works.[20]

Tatipang (2021) stated that, english language teaching can be visual arts that the use of innovative techniques and meaningful engagement with visual arts can enrich English language teaching, making it a journey of exploration, discovery, and self-expression. Picture books that combine visual and textual narratives offer a rich literary experience, supporting childhood literacy development and education. These books are characterized by their emphasis on illustrations alongside text, creating a unique storytelling approach where visuals are as important, if not more, than words. In picture books, the text and images work

[19] Ballesteros, P.A., et al. *"The Use of Visual Arts as a Strategy to Teach Vocabulary in Second Grade at the Public School "* La Julita, Sede providencia, Universidad Tecnológica de Pereira, 2018

[20] Anggraini L.Yuwono H.Early(2022),, *"Improve Creativity of Early Children Age with Art Activities",* Childhood Research Journal (ECRJ) 10.23917/ecrj.v5i1.11681

together to create narratives that cater to young readers. Moreover, there are numerous forms of alternative media that can be used in student learning contexts, and research has indicated that students often excel in visual arts.[21]

Emma P (2020) stated that, visual arts activities in the english language classroom, visual arts refers to art forms that express their message, meaning, and emotion through visual means. Visual arts can be classified into decorative, commercial, or fine arts, such as painting, photography, and sculpture. Engaging with art can be highly stimulating and can inspire a wide range of activities.. concludes that students appreciate the use of visual arts in reading classroom. Consequently, the proficiency level of the students increased. While we can process kinaesthetic and auditory information, we absorb more information visually than through any other sense due to the strength of our visual memory mechanisms. Visual aids are not only powerful retention tools of the curriculum but also facilitate to surge understanding. For many students, visual arts do not evoke a similar experience or response.[22]

As Yolcu (2018) stated that, the visual arts are very important area to gain the tolerance of ambiguity in terms of the non-routine problem solving process In this context, the problems in communication can also be addressed from the aspects of design through the creative process in visual arts. From this perspective, in visual arts education, there is also a high possibility of encountering the non-routine

[21] Tatipang, D., Oroh, E. Z., & Liando, N. V. (2021). *"The Application of Mind Mapping Technique To Increase Students'reading Comprehension"* At The Seventh Grade Of Smp. KOMPETENSI: Jurnal Bahasa dan Seni, 1(03), 389-397.

[22] Emma, P. *"Visual Arts Activities in the English Language Classroom*." ELT Campus, 2020, https://eltcampus.com/blog/visual-arts?activities-in-the-english-language-classroom/

problems that often arise from the nature of art during the thinking, designing, and producing stages of artworks. The creative qualities of picture books also contribute to the use of creative picture books in education. Creative picture books Stimulate learners' imaginations to recombine and redefine and redefine a variety of simple graphic images and the researcher gave a narrative text with a large picture book and guided the learners to read the text together. The researcher leads the children picture by picture and tries to invite the children to think and guess what the story is telling us through the order of the pictures. [23]

In conclusion, the text emphasizes the significance of visual arts in education, highlighting both its definition and its impact on learning. Visual arts encompass a range of artistic expressions, such as drawing, painting, sculpture, and photography, which are seen and perceived in various art forms. The use of visual arts in education has been shown to inspire students, stimulate critical thinking, and serve as effective teaching tools across different subjects. This integration of visual arts into the classroom enhances students' academic achievements by encouraging creativity, exploration, and sophisticated comprehension. visual arts are a powerful educational tool that not only enhances academic achievement but also fosters creativity, critical thinking, and effective communication.

[23] Yolcu, E. (2018). *"The visual from the aspects of design through the creative process"* Sanat eğitimi kuramları ve yöntemleri, (3.Baskı). Ankara: Pegem Akademi. Retrieved November 01, 2020

3. Type of Visual Art

The type visual art consists of creations meant to be appreciated visually, and it can be classified into three main categories: Decorative Art, Commercial Art, and Picture Series.

1) Decorative Art

Decorative arts are frequently underestimated as genuine art forms because they are both visually appealing and serve practical purposes. The terms "decorative arts" and "crafts" can be used interchangeably, as their design and creation are both aesthetically pleasing and functional. Examples of ornamental arts include objects created for interior spaces and design, although architecture is typically not considered part of this category. Decorative arts and crafts have been with us for a long time. Artifacts from ancient societies were often the only way we can begin to understand and appreciate their cultures and aesthetics. Some of these objects were utilitarian and were imbued with a style of form or decoration which inspires respect and a desire to connect to people from the distant past. Our common humanity was evoked. Perhaps these works were created by both men and women. The objective of this study was not to encompass the entirety of the decorative arts and craft media, including quilting, embroidery, woodworking, stained glass making, hand-printing, bookbinding, and illustration. The research yielded a number of intriguing examples within specific disciplines that reinforce the importance of material and gender studies for the understanding of the history of women as visual artists. The objective of arts leaders was to extend the

appreciation of art to a larger audience and to engage the interest of every citizen and their families in large metropolitan as well as small community museums as well as private business galleries.

2) Commercial Art

Commercial art, similar to decorative art, can be both functional and visually appealing. It serves as an artistic service created for profit, often in the context of marketing. Commercial art is used to generate interest in and promote the sales of businesses, products, and ideas. Brands and corporations commission commercial art to communicate a specific message to a targeted audience.[24] Commercial art is a broad category of artistic expressions created primarily for commercial purposes, including advertising, branding, and marketing. In contrast to fine art, which is often created for artistic expression or personal exploration, commercial art serves utilitarian goals while also striving to be aesthetically appealing. The following are some key characteristics and considerations of commercial art: It is commissioned by businesses, brands, or organizations to communicate messages effectively to their target audience. Aesthetic Appeal While the primary goal of commercial art is functional (to promote or advertise), it also aims to be visually attractive and engaging. Targeted Communication: Commercial art is strategically crafted to convey specific messages that resonate with a particular audience

[24] Alicia, du Plessis, *"Types of Visual Art – Various Forms of Creative Expression*." Art in Context. May 6 2022.

segment. This requires an understanding of the target demographic, market trends, and the

3) Picture Series

In the type of visual art, "picture series" or "series of pictures" refers to a collection of images or visual art works that are interconnected and form a larger unity. Picture series in visual art with opportunities to delve deeper into subjects, develop narratives or concepts, or create a more cohesive and immersive artistic experience than a single image or artwork could achieve alone. Hardiyanti (2020) stated that, Picture series can improve students' reading comprehension. It can be seen from the application of this media visual art in the classroom that students who have experience reading texts with pictures have better text comprehension, are more accessible to remember the text, and are more motivated to read. In addition, picture series helps students to read, understand the text, and picture series also help provide illustrations for students who cannot read. However, picture series is a creative and appropriate way to describe meaning. The use of picture series in learning activities motivated students.[25] Picture series encourage students to engage in creative activities, such as story creation based on the images provided.[26] Picture series are widely used in language education to help students grasp the sequence of events, expand vocabulary, and enhance speaking and writing skills. For example, students might describe each image, construct sentences

[25] Hardiyanti, S. (2020). *"The Effect of Using Picture Series on Students' Reading Comprehension of Procedure Text at MA Hidayatul Insan Palangka Raya"*. IAIN Palangkaraya.

[26] Doe, M. (2020). *Memory Retention through Visual Aids: The Impact of Picture Series*. Cognitive Learning Journal, 18(1), 67-78.

or paragraphs, or create a full narrative based on the series picture series are highly effective for visual learners. The images can vary from simple illustrations to complex photographs, depending on the educational purpose and difficulty level Picture series encourage students to engage in creative activities, such as story creation based on the images provided[27]

4. Teaching Reading Comprehension Using Visual Art

The Teaching Reading Comprehension Using Visual Art is designed to provide educators with the knowledge and skills necessary to teach reading comprehension through the use of visual art. The writer has applied visual art The media Visual art for the teaching of narrative text are as follows:

1). The writer prepares a visual art containing a narrative text, assignments, and several visual art images for students.

2). The writer gives the visual art to the students so that the teacher reads the text and asks the students to follow it.

3). The writer then asks students to examine and focus their attention on the Visual Art.

4). The writer then requests that the students guess and identify a series of imag

[27] Smith, J. (2020). *Visual Learning in Education: The Role of Picture Series in Language Teaching*. Educational Review, 45(3), 123-134.

Writer : Please look at the visual arts picture series. What do you think, students? What is it talking about?

Students : It talks about a frog "Jongkok" (squat) the frog named the frog and the mouse. At this moment, the teacher gives the students the new vocabulary that they didn't have before.

5). After that, the writer asked students about the story and discussed it together and the teacher explained about general structures and language features of narrative text.

6). The writer gives the students Visual Art picture series and assessment.

7). The writer asks the students to look at and pay attention to the visual art picture series and assessment in the right order.

8). The students wrote the correct order of the assessment in the correct story based on the picture series that the student saw. In a group of 5, the teacher then finished the material and asked the students about their difficulties.

C. Conceptual Framework

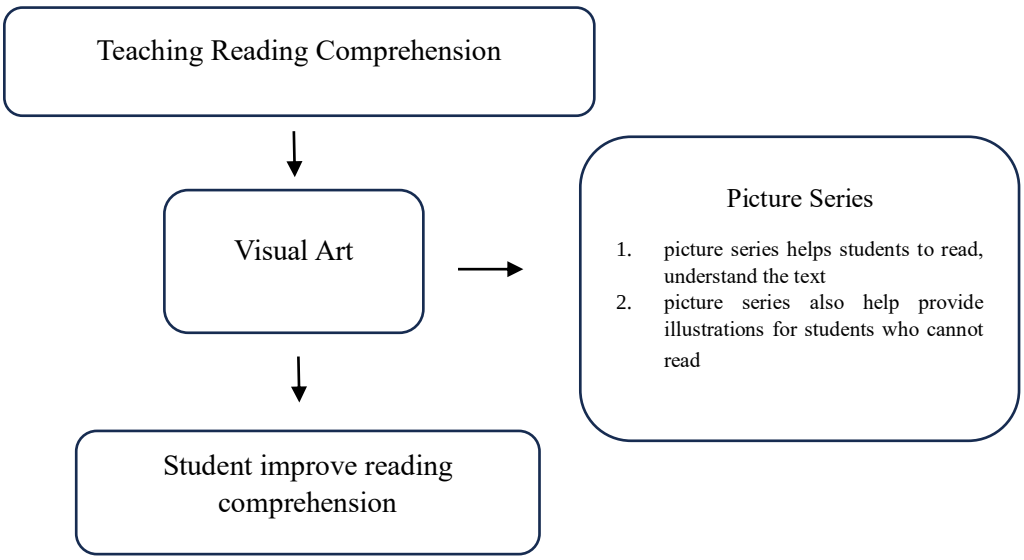

Figure 2.I. Conceptual Framework

The problem in this study is that students' find difficulty in understanding the text. writer use visual art the picture series to solve this problem so visual art is a learning that can make students' be active during reading lessons. Through this, all students read and discuss the same text, not emphasis on how to read but reading comprehension. In conducting this research, the researcher focused on improving student's reading comprehension of the narrative text by using visual art .

D. Hypothesis

Based on the review of related literature previously, the writer presents the hypothesis as follow :

1. Alternative Hypothesis (H_1) = The use of Visual art significantly improves students' reading comprehension.

2. Null Hypothesis (H_O) = The use of Visual art in significantly to improve students' reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Method and Design of the Research

The writer designed as a pre-experimental research, one group pre-test and post-test . The design in written as follows ;

Where :
T1 X T2

T1 : Pre-test

X : Treatments

T2 : Post-test

B. Population and Sample

1. Population

The population consisted of 179 second-grade students at SMPN 2 Bua. There were four classes. classes, starting from VIII.A to VIII.F. There were totally 179 students.

2. Sample

The writer took a sample Class VIII A of 32 students. Only one class was employed by the writer as the study's sample and respondents. The reason for using the purposive sampling technique was that the teacher at SMPN 2 Bua identified a need for significantly reading comprehension the second-grade

students at SMPN 2 Bua, which led to the recommendation for research on reading comprehension.

C. Variables

In this study, the variables were classified into two categories: independent and dependent. The independent variable (X) was visual art and the dependent variable (Y) was the students' reading comprehension.

D. Research Instruments

The writer conducted reading comprehension tests (pre-test and post-test. The pretest and post-test consisted of several multiple-choice reading comprehension items with four options: a, b, c, and d and the pre-test and post-test each lasted for 60 minutes. The questionnaire in this study was used to investigate students' response of visual art. The test consisted of 20 questions and the questionnaire consisted of 20 statements.

E. Procedure of Data Collection

a. Giving Pre-test

The pre-test was given to the students before the writer taught them the students basic knowledge, especially their reading comprehension of narrative text. The titles of the pre-test were : The Fox & The Crow and The Tortoise & the Hare.

b. Treatments

In the treatments, the writer conducted 4 meetings, each meeting conducted the same procedure but different topic.

a. First meeting

a) The teacher explained about what narrative text is to the student.

b) The teacher gave to the vocabulary

c) The teacher then divides the students into five groups of five, each named after animals: Frog, Buffalo, Mouse, Goat, and Fox.

d) The teacher gave visual art about narrative text with the topic "*The Buffalo and the Crocodile* ".

e) After that, students' read the text silently so they can concentrate more

f) When students finished reading, teacher gave the students' worksheet to answers some questions in the text.

g) The teacher gives students a test to test their memory and understanding.

h) The teacher gave correction to the student answer.

b. Second meeting

a) The teacher explained the purpose of narrative text to the students.

b) The teacher divided the students into groups of 4-5 members.

c) The teacher gave visual art related to narrative text to the students with the topic "*The Frog and The Mouse*".

d) After that, the students read the text silently so they could concentrate more.

e) When the students finished reading, the teacher gave them a worksheet to answer some questions in the text.

f) The teacher gave the students a test to assess their memory and

understanding.

g) The teacher provided corrections to the students' answers.

c. Third meeting

a) The teacher divided the students into groups of 4-5 members.

b) The teacher gave handout about narrative text with the topic *"The Fox and The Goat".*

c) After that, students read the text silently so they can concentrate more.

d) When students finished reading, teacher gave the students' worksheet to answers some questions in the text.

e) The teacher gave students a test to test their memory and understanding.

f) The teacher gave correction to the student answer.

d. Fourth meeting

a) The teacher explained about kinds of narrative text to the student.

b) The teacher divided the students into groups of 4-5 members.

c) The teacher gave handout about narrative text with the topic "*The Rats and The Elephants".*

d) After that, students read the text silently so they can concentrate more.

e) When students finished reading, teacher gave the students' worksheet to answers some questions in the text.

f) The teacher gives students a test to test their memory and understanding.

g) The teacher gave correction to the student answer.

c. Giving Post-test

After implementation the treatment, the writer conducted a final test. The titles of the post-test were : The Arrogant Cat and The Fox & The Stork.

d. Sharing a Questionnaire

The writer distributed a questionnaire to the students. The questionnaire consisted of 20 statements, which consisted of 14 positive statement and 5 negative statement. The students chose one option from five options: strongly agree, agree, neutral, disagree, and strongly disagree.

F. The Technique of Data Analysis

To analyze the data, the writer used SPSS 29.0 program in analyze pre-test and post-test data, the write used 20 statements and the writer used the formula as follows:

a. Scoring Reading Comprehension

Scoring reading comprehension used to measure the whole comprehension got by the reader after reading the text and answering some questions related to the text.

$$\text{Student score} \frac{\text{Jumlah score yang diperoleh}}{\text{Score maksimal/ideal}} \text{ X } 100$$

b. The Percentage of Students Score

a. 96 – 100 is classified as Excellent

b. 86 – 95 is classified as Good

c. 76 – 85 is classified as Fair

d. 66 -75 is classified as Low

e. 0-20 is classified as Very Lacking

Finally, the mean score, test between pre-test and post-test achievement by using the SPSS 29.0 to evaluate the score.

c. Calculating the rate percentage of the students score: [28]

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

Where :

P : Percentage

F : Frequency

N : Total number of samples

d. To know the students' reading comprehension, the writer used the finding out the mean score by used the following formula:

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

Where :

X : Mean

$\sum X$: Total score

N : The total number of items

e. To determine the mean score, standard deviation, f -test significance, standard significance, the writer utilized SPSS version 29.0 software, and the table distribution was referenced to select the t-value corresponding to the calculated t statistic t<count (t0).

[28] Gay L.R, *Educational Research: Competence for Analysis and Application*, (United States: Charless E. merill Publishing Company, 1981), p.267.

G. Hypothesis Acceptability

To determine whether there was a significant difference between the pre-test and post-test scores and to assess the acceptability of the hypothesis, the writer employed the following criteria for hypothesis testing which is: If $t0 \geq tt$ = Reject null hypothesis If: $t0 < tt$ = Received null hypothesis.[29]

[29] M. Subana, et.al.,Statistik pendidikan. (Cet. 1; Bandung: CV PustakaSetia, 2000), p. 172

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings present a statistical analysis of data, including a comparison of students' pre-test and post-test scores, the percentage distribution of students' scores on both tests, as well as the mean and standard deviation of these scores. The tests results :

a. Students Score initial tests

Table 4.1 The score of students' correct answer in pre-test

Respondents	Correct answer	Score
R1	7	35
R2	4	20
R3	5	25
R4	4	20
R5	5	25
R6	7	35
R7	5	25
R8	9	45
R9	6	30
R10	6	30
R11	5	25
R12	6	30
R13	6	30
R14	5	25
R15	4	20
R16	5	25
R17	7	35
R18	6	30
R19	4	20
R20	7	35
R21	9	45
R22	5	25
R23	8	40
R24	4	20

R25	7	35
R26	4	20
R27	5	25
R28	8	40
R29	6	30
R30	5	25
R31	7	35
R32	4	20

Table 4.1 shows that the data result indicates that the students' pretest score. The data of pretest score class that the showed, one students achieved score 40, seven students achieved score 35, five students achieved score 25, six students achieved score 30, four students achieved score 20, nine students' achieved score 45.

Table 4.2 Mean Score of learners' in pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	20.00	45.00	28.90625	7.37633
Valid N (listwise)	32				

Table 4.2, indicated that the mean score of students' pre- test is 28.906 with a standard deviation error of 7.376.

Table 4.3 The percentage score of learners' reading comprehension in the pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	81-100	-	-
2.	Good	61-80	-	-
3.	Fair	41-60	8	25%
4.	Low	21-40	18	56.25%
5.	Very Lacking	0-20	6	18,75%
			32	100%

Table 4.3, indicates that no students were classified in the very lacking or good categories, eight students (25%) got into the fair category, eighteen students (56.25%) into the low category, and three students (18.75%) got very lacking category.

b. Students Score in Post-test

Students' scores were evaluated based on their test results. The data can be seen in the following table :

Table 4.4 The percentage score of students' reading comprehension in the post-test

Respondents	Correct answer	Score
R1	13	65
R2	11	55
R3	10	50
R4	12	60
R5	10	50
R6	15	75
R7	11	55
R8	15	75
R9	14	70
R10	12	60
R11	11	55
R12	14	70
R13	10	50
R14	14	70
R15	12	60
R16	12	60
R17	15	75
R18	14	70
R19	12	60
R20	13	65
R21	15	75
R22	11	55
R23	14	70
R24	12	60
R25	14	70
R26	11	55
R27	12	60
R28	16	80

R29	12	60
R30	10	50
R31	11	55
R32	10	50

Table 4.4 shows that the data result indicates that the students' post-test score. The data of post-test score class that the showed, five students achieved score 50, six students achieved score 55, eight students achieved score 60, two students achieved score 65, nine students achieved score 70, four students' achieved score 75, one students' achieved score 80.

Table 4.5 The mean score of learners' reading comprehension answer in post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	32	50.000	80.00	62.1875	8.88434
Valid N (listwise)	32				

Table 4.5, indicated that the mean score of students' the final test is 62.18 with a standard deviation error of 8.88.

Table 4.6 The percentage score of learners' reading comprehension in the post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	81-100	1	3.12%
2.	Good	61-80	12	37.50%
3.	Fair	41-60	19	59.38%
4.	Low	21-40	-	-
5.	Very Lacking	0-20	-	-
			32	100%

Table 4.6, showed that no student got very lacking and low categories (0%). There were nineteen students (59.38%) who got fair categories, twelve students (37.50%) got good and one students (3.12%) got very excellent.

c. The Comparison of the Results in Pre-test and Post-test

In addition to presenting the mean scores for each subject in the reading test, the researcher also calculated and compared the total mean scores and standard deviations from both the pre-test and post-test. The results are summarized in the following descriptive statistics table:

Table 4.7 The mean score and learners' reading comprehension in pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	20.00	45.00	28.90625	7.37633
Posttest	32	50.00	80.00	62.1875	8.88434
Valid N (listwise)	32				

Table 4.7, shows that the standard deviation for the pre-test was 7.37 and for the post-test was 8.88. The table also shows that the mean score of students in the pre-test was 28.90 and the mean score of students in the post-test was 62.18. As the table above shows, the mean score of students in the post-test is higher than the mean score of students in the pre-test. These results indicate that visual arts is an significantly for improve students' reading comprehension.

To know whether the pre-test and post-test was significantly different, and also to know acceptability of the hypothesis of this research, the researcher used ttest analysis and calculated it by using SPSS 29.0. The result could be presented in the table of paired samples statistic, paired sample correlation, and paired sample test. It was presented in the following tables:

4.8 The paired sample statistics of pre-test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	28.90625	32	7.37633	1.30396
	Posttest	62.1875	32	8.88434	1.57054

Table 4.8, paired sample statistics of pre-test and post-test above indicated that the value of standard deviation in the pre-test is 7.37 and 8.88 in the post-test. Besides, the standard deviation error in the pre-test was 1.30 and 1.57 in the post-test. The table shows that the mean score in the pre- test was 28.90 and in the post-test got 62.18. It concludes that the student's score improved from 28.90 to 62.18.

Table 4.9 The paired sample correlation of pre-test and post-test

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	32	.702	<,001

Table 4.9 paired sample correlation of pre-test and post-test above presented the correlation of the students' ability before and after treatments 702. It means that there was a significantly correlation between students' ability in visual art as a learning medium to teach

reading comprehension before and after treatments.

Table 4.10 The paired sample of pre-test and post-test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-33.28125	6.42693	1.13613	-35.59841	-30.96409	-29.293	31	0.01

Table 4.10 the paired sample, the writer that t0 (count) = 29.293 and df (degree of freedom) = 31. According to the value of tt =2,040. The probability value was smaller than alpha (α) 0.00 < 0.05 with a degree of freedom (df) = 31 Based on the result, the writer concluded that t0 (count) was higher than tt (ttable), t0 > tt . This indicated that the alternative hypothesis (H1) was accepted while the null hypothesis (H0) was rejected[30]. Consequently, the conclusion is that there was a significant difference in reading comprehension before and after the use of visual art as a teaching medium. Therefore, the writer concludes the using visual art as a learning medium to teach reading comprehension in SMPN 2 Bua.

29.293> 2,040

[30] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017).

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table}. It was concluded that was significantly different in the writer that the use of visual art was an significantly method for improving students' reading comprehension in grade eight SMPN 2 Bua.

c. Students' Answer on Questionnaires

The writer spread the questionnaire to the students on 26th September 2024. There were 20 statements must be answered by the students. The results of the questions are show in table :

Table 4.11 The response score of learners' reading comprehension

No	Statement	Options				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Visual art helps me learn to read.	43.75%	56.25%	-	-	-
2.	Visual art does not interest me.	-	-	-	87.75%	12.5%
3.	Visual art helps me understand what I read.	87,5%	9.375%	3,125%	-	-
4.	Visual art expands my vocabulary.	59.375%	31.25%	28.125%	-	-
5.	I enjoy learning with visual art.	62,5%	28,125%	9.375%	-	-
6.	Visual art makes reading more engaging.	59,375%	18,75%	9.375%	-	-
7.	Visual art increases my motivation to read.	71,875%	6,25%	21,875%	-	-
8.	Visual art makes it difficult for me to understand reading material.	-	-	-	87,75%	12,5%
9.	Visual art encourages my imagination.	100%	-	-	-	-
10.	Visual art has no effect on my reading.	-	-	-	62,5%	37,5%

11.	Visual art makes reading boring for me.	-	-	-	93,75%	6,25%
12.	Visual art actively engages students in learning.	96,875%	-	9.375%	-	-
13.	Visual art encourages me to read more.	93,75%	-	6,25%	-	-
14.	The images used in visual art are very distracting.	-	-	-	71,875%	28,125%
15.	Visual art confuses me when trying to understand reading material.	-	-	-	56,25%	43,75%
16.	Visual art makes me reluctant to think critically.	-	-	-	34,375%	65,625%
17.	Visual art makes it easier for me to remember what I read.	56,25%	25%	18,75%	-	-
18.	Visual art makes it hard for me to stay focused on reading.	-	-	-	3,125%	68,75%
19.	Visual art is effective in improving reading comprehension.	53,125%	34,375%	9.375%	3,125%	-
20.	Visual art makes me more confident in reading	53,125%	34,375%	12,5%	-	-

Table 4.11, it can be concluded that the majority of students responded positively to the use of visual art as a medium for learning reading comprehension. Most students agreed that visual art actively engages them in learning (96.875%) and encourages them to read more (93.75%). A significant percentage (87.5%) stated that visual art helps them understand what they read, while 56.25% reported it makes it easier to remember the material. Additionally, visual art was found to increase students' motivation to read (71.875%) and expand their vocabulary (59.375%). The findings also highlight that visual art fosters imagination

(100%) and critical thinking with 65.625% strongly disagreeing that it discourages critical thought.

Table 4.12 The List of the learners' response score in questionnaire

Sample	Number of Items																				Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
R1	4	2	5	5	5	5	5	2	5	2	2	5	5	2	1	2	5	2	5	4	**68**
R2	5	1	5	4	4	5	5	2	5	1	1	5	5	2	1	2	5	2	5	4	**69**
R3	4	2	5	5	5	4	3	2	5	2	2	5	5	2	2	1	5	2	4	5	**70**
R4	4	2	5	5	3	5	5	2	5	2	1	5	3	2	1	1	3	2	5	4	**65**
R5	4	2	5	4	4	3	3	2	5	2	2	5	5	2	1	1	5	2	5	3	**65**
R6	4	2	5	5	5	5	5	2	5	1	2	5	5	1	2	2	4	2	4	3	**69**
R7	4	2	5	5	5	5	5	2	5	1	2	5	5	1	2	1	5	2	5	4	**71**
R8	4	2	5	5	3	5	5	2	5	1	2	5	5	2	2	2	3	1	4	4	**67**
R9	4	2	5	5	5	5	5	2	5	1	2	3	3	1	2	1	4	2	3	5	**65**
R10	5	2	5	5	5	5	5	2	5	1	2	5	5	2	2	1	5	2	5	5	**74**
R11	5	2	5	4	5	4	5	2	5	1	2	5	5	2	1	2	5	1	5	5	**71**
R12	5	2	5	5	5	4	5	1	5	1	2	5	5	2	2	2	3	2	3	5	**69**
R13	4	2	5	5	5	4	5	1	5	2	2	5	5	2	1	2	5	2	5	4	**71**
R14	4	2	4	5	5	5	5	1	5	2	2	5	5	2	1	2	4	1	5	5	**70**
R15	4	2	5	5	5	5	5	1	5	2	2	5	5	2	1	2	5	2	4	4	**71**
R16	5	2	4	5	3	3	4	2	5	2	2	5	5	1	2	1	4	1	4	5	**65**
R17	5	2	3	4	4	5	3	2	5	2	2	5	5	2	2	1	4	2	4	5	**67**
R18	5	2	5	3	5	4	5	2	5	2	2	5	5	2	1	1	4	2	4	5	**69**
R19	4	2	5	4	5	4	5	2	5	2	2	5	5	2	2	1	5	2	5	3	**70**
R20	4	2	5	4	4	5	5	2	5	2	2	5	5	2	2	2	5	1	5	4	**71**
R21	4	2	5	5	4	4	5	2	5	2	2	5	5	2	1	2	5	1	5	3	**69**
R22	5	2	5	5	4	5	5	2	5	2	2	5	5	2	1	2	5	2	5	5	**74**
R23	5	2	5	4	4	5	5	2	5	1	2	5	5	2	1	2	4	1	4	4	**68**
R24	4	2	5	5	5	3	4	2	5	1	2	5	5	2	1	2	3	2	4	5	**67**
R25	5	2	5	3	5	5	5	2	5	2	2	5	5	2	2	2	5	2	5	5	**74**
R26	5	1	5	4	5	4	3	2	5	1	2	5	5	2	2	2	3	1	5	5	**67**
R27	4	2	5	5	5	5	5	2	5	2	2	5	5	2	2	2	5	2	4	5	**74**
R28	5	2	5	3	5	5	5	2	5	2	2	5	5	1	2	2	3	2	3	4	**68**
R29	4	2	5	4	5	4	5	2	5	2	2	5	5	1	2	2	5	2	2	5	**70**
R30	5	2	4	4	4	5	3	2	5	1	2	5	5	1	2	1	5	1	4	4	**65**
R31	5	1	5	5	5	4	3	2	5	2	2	5	5	1	1	2	4	1	5	5	**68**
R32	4	1	5	5	4	5	3	2	5	2	2	5	5	1	2	2	4	2	5	6	**70**

Table 4.12, shows totaling the students' response to the statements in the questionnaire, it was determined that the lowest score was 65, and the highest score was 74.

B. Discussions

The writer found that many students had difficulties in understanding English texts. Although they read compulsory books or materials related to the lessons, they often felt confused when answering questions about the texts. The cause of this problem was the monotonous and uninteresting teaching methods, as well as the lack of variety in strategies and materials used by teachers in teaching reading. To overcome this problem, visual art was applied during the learning process. Students became more actively involved in the teaching and learning experience, which helped them understand the material faster and encouraged them to share information with their peers.

To address this challenge, visual art was integrated into the learning process. This approach made the teaching and learning experience more engaging, encouraging students to actively participate. As a result, they were able to grasp the material more quickly and were motivated to share information with their peers. This research employed a pre-experimental design with an initial pre-test involving thirty-two students. That using visual art as a learning medium significantly improved students' reading comprehension of narrative texts. The statistical results, with a significance level of 0.05 and a degree of freedom (df) of 31, showed a t-test value (t_0) of 29.293, indicating a substantial improvement. The

average student score increased from 28.90 (pre-test) to 62.18 (post-test). The use of visual art as a teaching medium for improving reading comprehension in this study led to significant improvements in students' scores from the pre-test to the post-test. The post-test results showed that more students achieved higher scores, with a noticeable shift into the "good" and "very excellent" categories, confirmed the positive impact of visual art on comprehension skills, highlighting a strong relationship between students' initial abilities and their improvement.

Student responses further supported of visual art in enhancing reading comprehension. A majority (87.5%) of students strongly agreed that visual art facilitated their understanding and improved their comprehension. Many students noted that visual art also enriched their vocabulary, made learning more enjoyable, and added excitement to the reading process. However, 12.5% of students expressed that visual art complicated their comprehension. Overall, the findings highlight the positive role of the visual arts in learning, despite some variation in individual responses. The success of this research was also supported by the enthusiasm of students, as well as the encouragement and cooperation of teachers and school staff.

There were also previous research results that found the use of visual art media in improving students' reading comprehension as for the previous research, namely [31]Claudia studied about the use visual art such as images enhance students' interest in reading and facilitate their understanding of vocabulary meanings.

[31] Claudia Nenda Febriani (2021*) "The Effect Of Visual Media On Students' Reading Comprehension*",https://ejournal.unis.ac.id/index.php/PKIM/article/download/1985/1253/4887

visual art media into reading comprehension lessons positively impacts students' comprehension abilities. [32]Harisnawati studied about the use of visual art, specifically pictures, significantly improved the study concluded that using visual art (pictures) effectively improved the reading comprehension. [33]Thulasivanthan, emphasized how incorporating visual arts into English language teaching boosts student engagement, reduces anxiety, and improves memory and motivation.[34]Duropan Aida, (who finds that 90% of students strongly agree that visual arts help in making their learning process more engaging because it helps them generate ideas and structure sentences more significantly. The students expressed positive response toward the use of visual arts. This method transforms students from being uninterested to engaged, from passive to active participants, and from superficial thinkers to more critical and reflective individuals.

[32] Harisnawati. 2017 "Applying Visual Art (Picture) To Improve Students' Reading Comprehension of Eighth Years Students' at SMP Negeri 3 Makassar". A Thesis. English Department, Faculty of Languages and Literature, State University of Makassar

[33] U. Thulasivanthana (2020*) "Incorporating Visual Arts into English Language Teaching.*" Shanlax International Journal of English, vol. 8, no. 4, 2020, pp. 52-56.

[34] Duropan Aida. "*Use of Visual Arts in Facilitating the Speaking Skills of Students*." *Asian Journal of Education and Social Studies*, vol. 7, no. 1, 2020, pp. 1-10, doi:10.9734/AJESS/2020/v7i13055172.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

To conclude this research, the writer puts two main points: the first of visual art significantly improve the students' reading comprehension at the second grade students of SMPN 2 Bua. The result writer concluded that t0 (count) was higher than tt (ttable), t0 > tt (29.293> 2,040). The second of the students' responses of visual art in learning reading comprehension at the second grade of SMPN 2 Bua, 87.5% agreeing that visual art helped them engage with and understand the material, and 100% reporting that it stimulated their imagination , highlight the positive role of visual art in learning. Additionally, visual art was found to increase students' motivation to read (71.875%) and expand their vocabulary (59.375%). The findings also highlight that visual art fosters imagination (100%) and critical thinking, with 65.625% strongly disagreeing that it discourages critical thought.

B. Suggestion

Based on the conclusion above, several suggestions can be provided as follows:

1. For teacher: It is recommended that teachers explore more creative ways of using this approach to improve students' comprehension. Teachers may also consider combining this approach with other teaching strategies to achieve optimal results.

2. For student: Students are encouraged to actively participate in the learning process by using various media, including visual art, to enhance their understanding of English texts, besides they read, they also see the expression from the visual art picture and make students interested in reading, they are not bored in reading a text because they are also entertained by the presence of visual art picture.

3. For future writer: This study could be expanded by including additional variables, such as the motivation level of students, or by comparing the significant response of visual art with other media in teaching reading comprehension.

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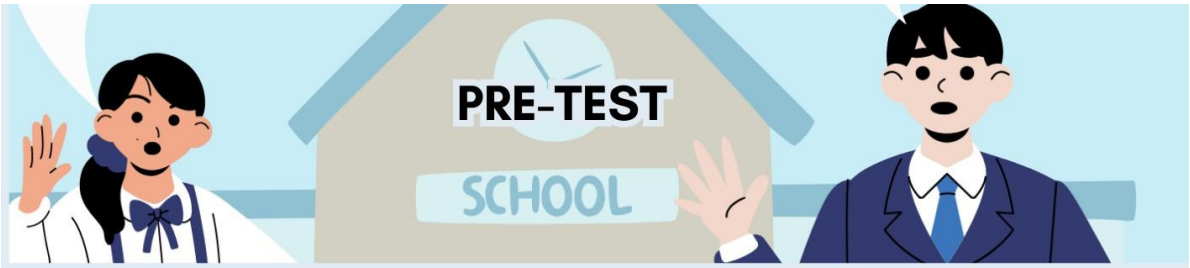
APPENDICES

APPENDICES 1

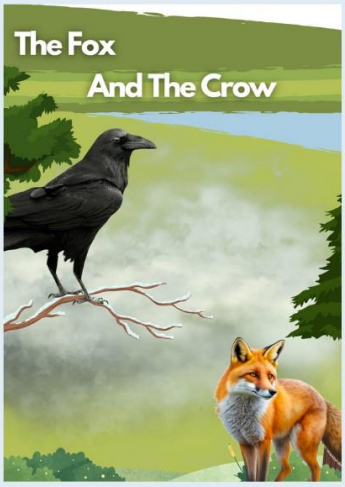
INSTRUMENT PRE-TEST, POST-TEST AND RESEARCH QUESTIONNARE



Name: Age:

Gender: Class:

Instructions: Read each question carefully and choose the best answer.



The Fox and the Crow. In a forest, a crow was sitting on a tree branch, holding a piece of cheese in her beak. A fox saw the cheese and decided to trick the crow into dropping it. The fox complimented the crow's beautiful voice and asked her to sing for him. The crow, flattered by the praise, opened her beak to sing. As she did, the cheese fell out and the fox quickly grabbed it and ran away. The crow realized that she had been tricked and felt foolish. The fox thought he had gotten away with his trickery, but he soon learned that karma had caught up with him.

He ate the cheese too quickly and got a painful stomachache. He realized that his greed had caused him to suffer, and he felt guilty for what he had done to the crow. The crow learned a valuable lesson about not trusting flattery and keeping her guard up.

She also learned that she shouldn't let her guard down when she has something valuable, and to be cautious of those who seem too friendly. The fox also learned a valuable lesson about honesty and not taking advantage of others. He realized that his actions had consequences and that he needed to make amends for what he had done. He apologized to the crow and promised to never trick anyone again.

1. What was the crow holding in her beak at the beginning of the story?

a. A piece of cake

b. A piece of bread

c. A piece of cheese

d. A piece of fruit

2. How did the fox trick the crow into dropping the cheese?

a. By stealing the cheese

b. By singing with the crow

c. By scaring the crow

d. By complimenting the crow's voice

3. What did the crow do when the fox asked her to sing?

a. She hid the cheese

b. She opened her beak

c. She refused

d. She flew away

4. What happened to the cheese when the crow opened her beak to sing?

a. It grew bigger

b. It fell out

c. It disappeared

d. It turned into gold

5. Why did the fox get a painful stomachache?

a. He got caught by the crow

b. He got scared

c. He ate too much cheese

d. He ate too quickly

6. What did the fox realize about his actions?

a. He was greedy

b. He was kind

c. He was smart

d. He was brave

7. What lesson did the crow learn from the experience?

a. To be cautious of flattery

b. To sing louder

c. To trust everyone

d. To share her cheese

8. What did the fox apologize to the crow for?

a. For singing with the crow

b. For stealing the cheese

c. For getting a stomachache

d. For being friendly

9. What did the crow feel when she realized she had been tricked?

a. Angry

b. Grateful

c. Happy

d. Foolish

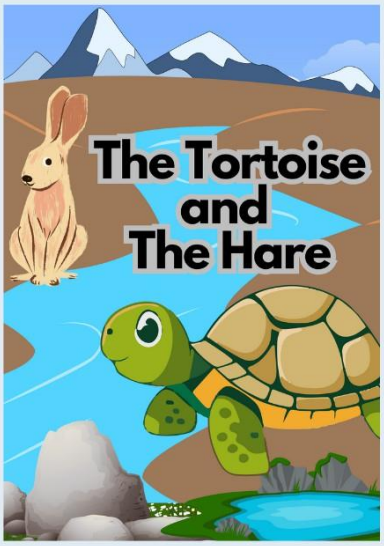
10. What did the fox promise to never do again?

a. Sing with the crow

b. Eat cheese

c. Compliment the crow

d. Trick anyone.



The Tortoise and The Hare In a forest, there lived a tortoise and a hare. The hare was very proud of his speed and often boasted about it. The tortoise, on the other hand, was slow but steady. One day, the hare challenged the tortoise to a race. The tortoise accepted the challenge and the race began. The hare quickly got ahead, but he became overconfident and took a nap. Meanwhile, the tortoise continued to move forward, slowly but steadily.

When the hare woke up, he realized that the tortoise was almost at the finish line. He tried to run as fast as he could, but it was too late. The tortoise won the race and taught the hare a valuable lesson about humility and perseverance.

The hare was embarrassed by his defeat and couldn't believe that he had lost to such a slow creature. He decided to challenge the tortoise to another race, hoping to redeem himself. This time, the hare didn't stop to take a nap and ran as fast as he could. However, the tortoise still won the race, much to the hare's surprise.

The hare realized that speed alone wasn't enough and that perseverance and determination were just as important. The tortoise and the hare became good friends and continued to race each other from time to time. The hare learned to respect the tortoise's abilities and the tortoise learned to appreciate the hare's speed. Together, they showed that it's not about who wins the race, but how you run it.

11. What lesson did the hare learn from losing the first race?

a. Taking naps during a race is a good strategy

b. Slow and steady wins the race

c. Humility and perseverance are valuable qualities

d. Speed is the most important factor in a race

12. What caused the hare to lose the first race?

a. He fell asleep

b. The tortoise cheated

c. He became overconfident and took a nap

d. He got lost in the forest

13. What did the hare realize after losing the second race?

a. The tortoise is not a worthy opponent

b. He should challenge the tortoise to more races

c. Speed is the only important factor in a race

d. Perseverance and determination matter as well

14. What did the tortoise teach the hare through the races?

a. The hare's superiority over other animals

b. The importance of taking naps

c. The value of speed over consistency

d. The significance of humility and perseverance

15. What did the hare hope to achieve by challenging the tortoise to another race?

a. To prove that he is the fastest animal in the forest

b. To show that speed is more important than perseverance

c. To redeem himself after losing the first race

d. To learn the tortoise's strategy for wirning races

16. Why did the hare lose the second race despite running as fast as he could?

a. Perseverance and determination mattered more

b. He took a wrong turn

c. The tortoise cheated

d. He tripped and fell

17. What did the hare and the tortoise become after the races?

a. Bitter rivals

b. Close friends

c. Enemies

d. Indifferent to each other

18. What did the hare learn about winning races from the tortoise?

a. The importance of respect and appreciation

b. How to be a sore loser

c. The tortoise's weakness

d. It's all about winning at any cost

19. What did the tortoise learn about racing from the hare?

a. To be overconfident in races

b. The value of slow and steady progress

c. To always challenge faster opponents

d. Speed is everything

20. What did the tortoise and the hare demonstrate through their races?

a. The tortoise's superiority over the hare

b. The significance of friendship and mutual learning

c. That winning is everything

d. The importance of competition

Name: _____ Age: _____

Gender: _____ Class: _____

Instructions: Read each question carefully and choose the best answer.

One day the cat wants to live alone without a cat family, because he feels it''s great to survive alone without the help of his family. On his journey he rested close to the chicken family. On a sunny morning, the cat was angry because the chicken had awakened his sleep, chicken, how sassy you woke me up coupled with your ugly children. The chicken family is very angry, they drive the cat away, with a feeling of annoyance when the cat leaves the place. With a feeling so tired the cat sleeps on the shoulder of the elephant, when the elephant is about to wake up accidentally the elephant drops the cat. Hey you rotten elephant, why did you take me down, you want to kill me?. The elephant approached and said, Oh, you are so beautiful .

The cat scratches the elephant, and makes the elephant run amok so that the cat is thrown by it. That cat is very upset and also hungry, he tries to look for food in the soil he meets with worms. Youre a beautiful cat, but why are you taking my food?. The cat said. All animals know my beauty, therefore I have the right to do what I want, then the worm says, Arrogant cat, can you survive in the ground? . Hahaha, its a small thing, said the cat. They finally made a deal. Finally, after a day the cat in the ground a group of worms tried to see it, but the cat was dead, several worms told this to the cat family. But when his family arrived, the arrogant cat that had died was already eaten by a lion.

1. Why did the cat want to live alone?

a) He wanted to be with the chicken family
b) He was tired of resting
c) He wanted to survive without help
d) He was angry at his family

2. Why did the chicken family drive the cat away?

a) The cat asked for food
b) They were annoyed by the cat
c) The cat woke them up
d) The cat was resting on the elephant

3. What did the elephant do when the cat scratched it?

a) It slept
b) It ate the cat
c) It threw the cat
d) It ran away

4. Why did the cat say it had the right to do what it wanted?

a) Because all animals knew its beauty
b) Because it was angry
c) Because it was hungry
d) Because it was beautiful

5. What happened to the cat in the end?

a) A It made a deal with the worms
b) It went back to its family
c) It survived in the ground
d) It was eaten by a lion

6. What animal drove the cat away after he woke up angrily?

a) A Worm
b) Chicken
c) Lion
d) Elephant

7. Where did the cat rest before encountering the chicken family?

a) A Tree
b) River
c) Ground
d) Mountain

8. What does the worm think of the cat's attitude??

a) Arrogant and rude
b) Funny and entertaining
c) Caring and helpful
d) Admiring and friendly

9. Why did the elephant drop the cat?

a) A To save the cat
b) To wake up the cat
c) To play with the cat
d) Accidentally

10. Where did the cat try to look for food when he was upset and hungry?

a) A Tree
b) Water
c) Sail
d) Sky

11. What did the fox serve for dinner to the stork?
a. Soup in a shallow dish
b. Fish in a tall jar
c. Meat on a large plate
d. Salad in a wide bowl

12.How did the stork feel about the fox's trick?

a. Angry and vengeful
b. Calm and displeased
c. Very happy and amused
d. Excited and eager

13. What was the stork's response after the fox's trick?

a. He laughed at the fox's misfortune
b. He told the fox to leave
c. He ignored the fox completely
d. He invited the fox for dinner

14. What was the fox's plan when inviting the stork?
a. To become better friends
b. To play a trick on the stork
c. To apologize for his behavior
d. To share a meal equally

15.How did the stork serve the fish dinner?
a. In a tall jar
b. On a flat plate
c. In a shallow bowl
d. In a wide container

16. What did the fox do when he couldn't eat the food?

a. He sniffed at the aroma
b. He tried to reach for it
c. He left the house angrily
d. He apologized to the stork

17. What lesson does the stork convey at the end of the story?

a. Tricks should be played carefully
b. Do not trick others unless prepared
c. Always invite neighbours for dinner
d. Friendship is more important than food

18.What character trait describes the fox in the story?

a. Generous and caring
b. Respectful and humble
c. Honest and kind
d. Cunning and playful

19. What was the stork's appearance described as?

a. Plain and simple
b. Odd and amusing
c. Large and intimidating
d. Beautiful and elegant

20. What did the stork use to eat from the jar?

a. His long beak
b. A spoon
c. His claws
d. His paws

RESEARCH QUESTIONNAIRE

(VISUAL ART)

Visual Art As A Learning Medium To Teach Reading Comprehension

Petunjuk Pengisian Kuesioner

1. Isilah identitas tersebut
   a. Nama/Name
   b. Kelas/Class
   c. Jenis Kelamin/Gender
2. Silakan Anda membaca dan memahami setiap pernyataan dalam kuesioner ini pilihlah salah satu jawaban yang paling sesuai dengan keadaan diri saudara dengan memberikan tanda (√) centang pada :

   - Very Agree = Sangat Setuju
   - Agree = Setuju
   - Neutral = Kadang-kadang
   - Disagree = Tidak Setuju
   - Very Disagree = Sangat Tidak Setuju

3. Dalam anda memberikan jawaban tidak ada jawaban yang salah semua jawaban benar karena kuesioner ini diberikan dengan tujuan untuk kebutuhan penelitian.
4. Diharapkan menjawab semua pernyataan yang ada jangan sampai ada yang terlewati.
5. Sebelum kuesioner ini dikembalikan periksalah kembali jangan sampai anda yakin bahwa angket sudah terjawab semua.
6. Kuesioner ini tidak akan mempengaruhi nilai dan evaluasi belajar anda tetapi hanya untuk kepentingan penilaian saja.
7. sebelum menjawab bacalah terlebih dahulu pernyataan di bawah ini dengan cermat dan teliti.

STATEMENT
(Pernyataan)

Nama/Name _____

Kelas/Class _____

Jenis kelamin/Gender ○ Male ○ Female

1. Visual art membantu saya belajar membaca.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

2. Visual art tidak menarik bagi saya.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

3. Visual art Membantu saya memahami bacaan.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

4. Visual Art menambah kosa kata baru bagi saya.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

5. Saya suka belajar dengan Visual art.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

6. visual art membuat bacaan Lebih Seru

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

7. Visual art meningkatkan motivasi membaca

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

8. Visual art membuat saya sulit memahami bacaan.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

9. Visual art membuat saya berimajinasi.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

10. Visual art tidak memberikan pengaruh terhadap membaca.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

11. Visual Art membuat saya bosan dalam membaca.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

12. Visual art membuat siswa terlibat aktif dalam pembelajaran

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

13. Visual art membuat saya rajin membaca.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

14. Gambar yang digunakan Visual art sangat mengganggu.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

15. Visual art membuat saya bingung dalam memahami bacaan

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

16. Visual art membuat saya malas berfikir

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

17. Visual art membuat saya lebih mudah mengingat bacaan.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

18. Visual art membuat saya tidak fokus membaca

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

19. Visual art efektif dalam meningkatkan pemahaman membaca.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

20. Visual art membuat saya menjadi percaya diri dalam membaca.

○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

APPENDICES 2
(LESSON PLAN)
MODUL AJAR

SEKOLAH : SMPN 02 BUA
MATA PELAJARAN : BAHASA INGGRIS
KELAS : 8th Grade (Junior High School)/VIII A
TEMA/SUB TEMA : Narrative text
TOPIK : Fable
ALOKASI WAKTU : 120 menit (2x60 menit)

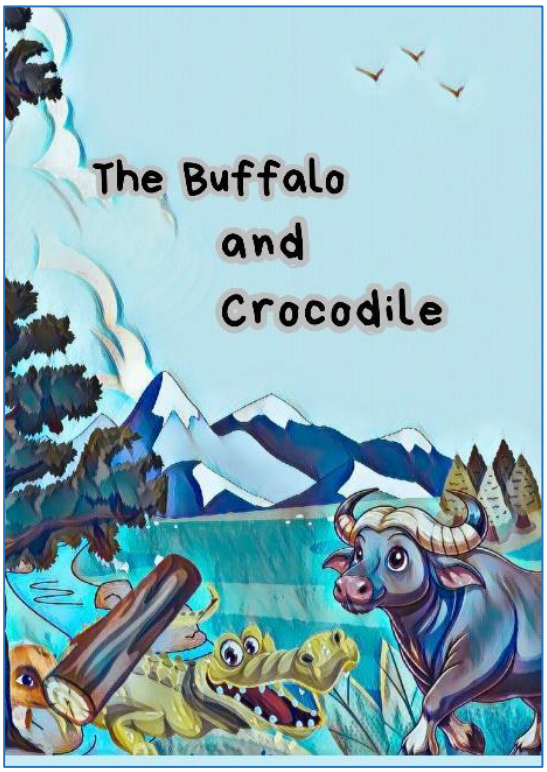
PERTEMUAN 1&2

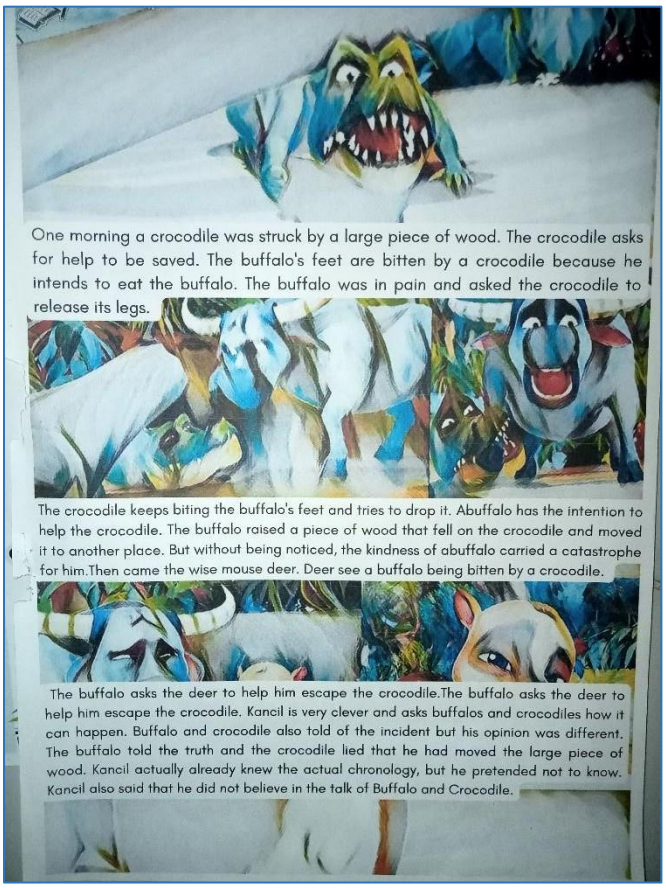
TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
A. KEGIATAN PENDAHULUAN	• Menyapa peserta didik dan menanyakan kondisi mereka dengan • mengucapkan Assalamualaikum dan Selamat Pagi. • Guru memperkenalkan diri • membuka pelajaran dengan berdoa menurut agama dan kepercayaan masing-masing. • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Guru akan menginstruksikan peserta didik jika guru mengatakan "clap one", peserta didik harus bertepuk tangan satu kali. Jika guru mengatakan "clap two" siswa harus bertepuk tangan dua kali, dan jika guru mengatakan "clap three" peserta didik harus mengatakan "sssttt" dan siswa harus diam.	20 Menit

B. KEGIATAN INTI	1. Guru menjelaskan pengertian, struktur, penggunaan, ciri-ciri narrative text. 2. Guru memberikan siswa pre-test narrative text fable : The Fox and The Crow & The Tortoise and the Hare 3. Guru memberikan pre test dan memberikan waktu 60 menit kepada setiap individu untuk mencari jawaban. 4. Guru membagi siswa menjadi 5 kelompok yang terdiri dari 5 siswa dengan menggunakan nama hewan, Frog, buffalo, mouse, goat, and fox. 7. Guru memberikan siswa Visual Art Picture Series text Narrative fable : The Buffalo and Crocodile (Kerbau dan Buaya). 8. Guru memberikan waktu 15 menit untuk membaca dan mengamati. 9. Siswa secara individu dalam kelompok mengumpulkan berbagai informasi berkaitan isi teks naratif yang menjadi contoh dari kata kunci dari teks naratif yang disajikan.	85 Menit

C. PENUTUP	1. Guru menanyakan kesulitan yang dialami siswa 2. Menyimpulkan materi pembelajaran 3. Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini. 4. Guru memberikan tugas menghapal 5 kosa kata untuk pertemuan selanjutnya. 5. Guru berterima kasih kepada para siswa dan memastikan ruang kelas bersih meninggalkan ruang kelas dengan sopan dan salam.	15 menit

D. MATERI POKOK DAN URAIAN MATERI

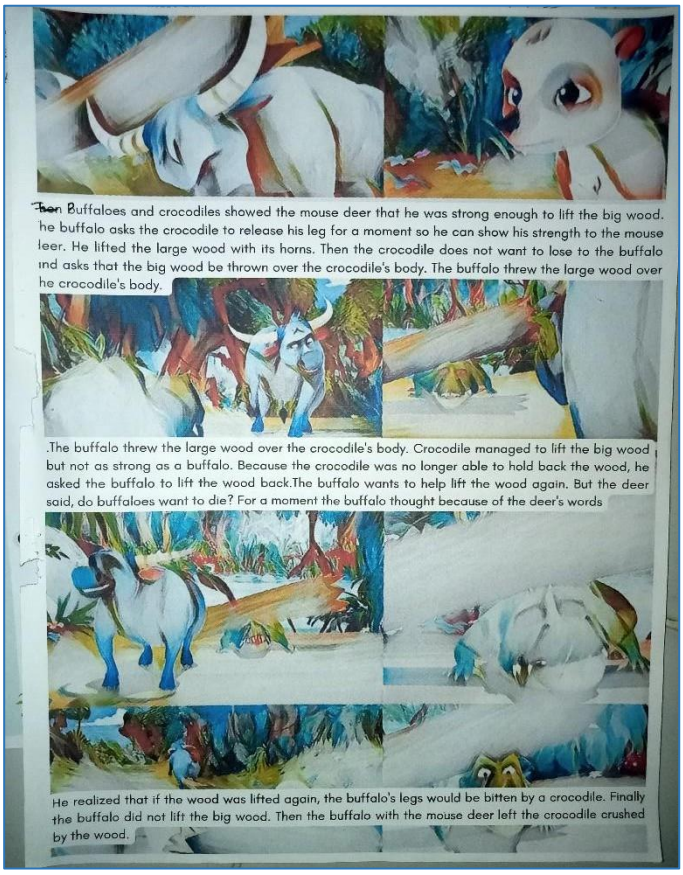




One morning a crocodile was struck by a large piece of wood. The crocodile asks for help to be saved. The buffalo's feet are bitten by a crocodile because he intends to eat the buffalo. The buffalo was in pain and asked the crocodile to release its legs.

The crocodile keeps biting the buffalo's feet and tries to drop it. Abuffalo has the intention to help the crocodile. The buffalo raised a piece of wood that fell on the crocodile and moved it to another place. But without being noticed, the kindness of abuffalo carried a catastrophe for him.Then came the wise mouse deer. Deer see a buffalo being bitten by a crocodile.

The buffalo asks the deer to help him escape the crocodile.The buffalo asks the deer to help him escape the crocodile. Kancil is very clever and asks buffalos and crocodiles how it can happen. Buffalo and crocodile also told of the incident but his opinion was different. The buffalo told the truth and the crocodile lied that he had moved the large piece of wood. Kancil actually already knew the actual chronology, but he pretended not to know. Kancil also said that he did not believe in the talk of Buffalo and Crocodile.



Then Buffaloes and crocodiles showed the mouse deer that he was strong enough to lift the big wood. he buffalo asks the crocodile to release his leg for a moment so he can show his strength to the mouse leer. He lifted the large wood with its horns. Then the crocodile does not want to lose to the buffalo ınd asks that the big wood be thrown over the crocodile's body. The buffalo threw the large wood over he crocodile's body.

.The buffalo threw the large wood over the crocodile's body. Crocodile managed to lift the big wood but not as strong as a buffalo. Because the crocodile was no longer able to hold back the wood, he asked the buffalo to lift the wood back.The buffalo wants to help lift the wood again. But the deer said, do buffaloes want to die? For a moment the buffalo thought because of the deer's words

He realized that if the wood was lifted again, the buffalo's legs would be bitten by a crocodile. Finally the buffalo did not lift the big wood. Then the buffalo with the mouse deer left the crocodile crushed by the wood.

LET'S GET READY

TASK 1 **Study the pictures below. Then, discuss the questions with a partner. The words below may help you.**

Read the fable below, then answer the questions
TASK 1-3!!

1. Crocodile
2. Large
3. The Mouse Deer
4. Wood
5. Release
6. Mouse Deer and crocodile
7. Animals
8. Water
9. Leaf
10. Chronology

Questions :

1. What activity are animals doing in each picture? Buffalo help the Tree crocodile
2. Where do you think the animals doing the activities? forest = ~~Watch~~ Hutan

TASK 2

Question:

1. What is the text talk about? A hungry Crocodile
2. What is the genre of the text? narative Texts
3. What is purpose of the text? Crocodile
   Don't not repay kindness with evil. · Because Good will always win from Evil

TASK 3

Question :

Find 5 words related to the picture above?

1. Pohon : Tree
2. Kerbau : Buffalo
3. Bunga : Flower
4. Sungai : River
5. Tanah : Land

E. MEDIA / ALAT, DAN SUMBER BELAJAR

Media/Alat : Spidol, Papan Tulis, Visual Art

Sumber Belajar : Kamus Bahasa Inggris dan internet.

F. PENILAIAN

Teknik Penilaian :

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
1.	Pengetahuan	Tes	Individu
2.	Menyelesaikan tugas terstruktur	Tes	Individu

Mengetahui.
Guru Bidang Studi

Anzilkarnain M.Toni, S.Pd.,Gr
NIP. 19820604 201410 1 001

Mahasiswa

Khusnul Hatimah
NIM. 200 20 200 17

(LESSON PLAN)
MODUL AJAR

SEKOLAH : SMPN 02 BUA
MATA PELAJARAN : BAHASA INGGRIS
KELAS : 8th Grade (Junior High School)/VIII A
TEMA/SUB TEMA : Narrative text
TOPIK : Fables
ALOKASI WAKTU :120 Menit

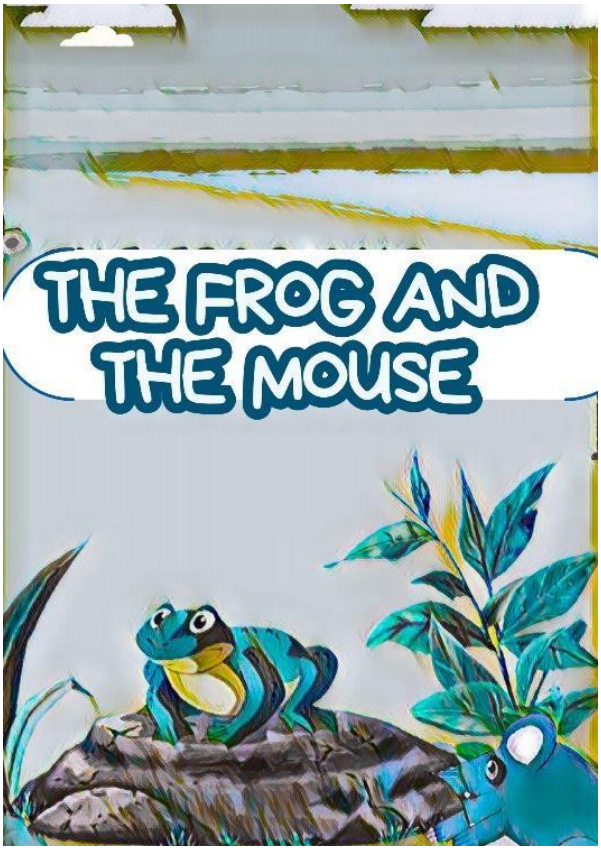
PERTEMUAN 3 & 4

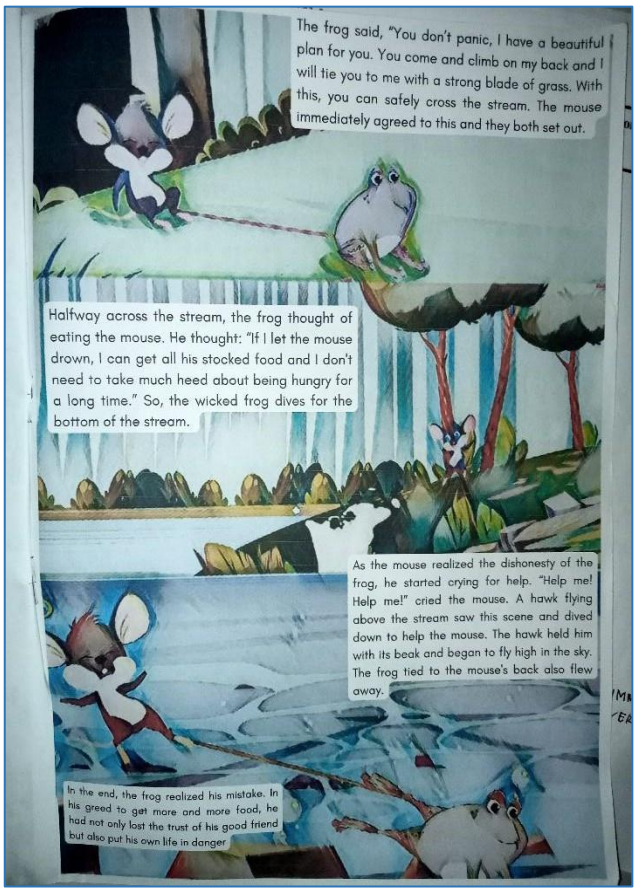
TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
A. KEGIATAN PENDAHULUAN	• Menyapa peserta didik dan menanyakan kondisi mereka dengan • mengucapkan Assalamualaikum dan Selamat Pagi. • Guru memperkenalkan diri • membuka pelajaran dengan berdoa menurut agama dan kepercayaan masing-masing. • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Guru menginstruksikan siswa jika guru mengatakan "clap one", peserta didik harus bertepuk tangan satu kali. Jika guru mengatakan "clap two" siswa harus bertepuk tangan dua kali, dan jika guru mengatakan "clap three" peserta didik harus mengatakan "sssttt" dan siswa harus diam.	25 Menit

B. KEGIATAN INTI	1. Guru menyajikan serangkaian gambar dan mengajak siswa untuk merefleksikan materi yang akan dibahas, dengan catatan bahwa gambar-gambar tersebut akan disajikan secara berurutan. 2. Guru memberikan siswa Visual Art Picture Series text fables The "The Frog and The Mouse (Kodok dan Tikus)" dan "The Fox and The Goat (Serigala dan Kambing)" kemudian siswa membaca teks tersebut terlebih dahulu. 3. Guru memberikan waktu 25 menit untuk membaca dan mengamati. 4. Siswa secara individu dalam kelompok mengumpulkan berbagai informasi berkaitan isi teks naratif yang menjadi contoh dari kata kunci dari teks naratif yang disajikan 5. Guru memberikan Tugas dan waktu 30 menit kepada setiap kelompok untuk mencari jawaban.	70 Menit

C. PENUTUP	1. Menyimpulkan materi pembelajaran 2. Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini. 3. meminta siswa menghafalkan vocabulary baru yang telah mereka temukan pada pembelajaran ini. 4. Guru memberikan tugas menghapal 5 kosa kata untuk pertemuan selanjutnya. 5. guru berterima kasih kepada para siswa dan memastikan ruang kelas bersih 6. meninggalkan ruang kelas dengan sopan dan salam.	25 Menit

D. MATERI POKOK DAN URAIAN MATERI





LET'S GET READY

TASK 1 Study the pictures below. Then, discuss the questions with a partner. The words below may help you.

Read the fable below, then answer the questions
TASK 1-3!!

1. Strom
2. Water
3. Plant
4. Fruits
5. Frog
6. Mouse
7. Animals
8. Table
9. The Stream
10. Swim

Questions :

1. What activity are animals doing in each picture? MOUSE IS SWIMMING
2. Where do you think the animals doing the activities? TABE ANG RIVER

TASK 2

Question:

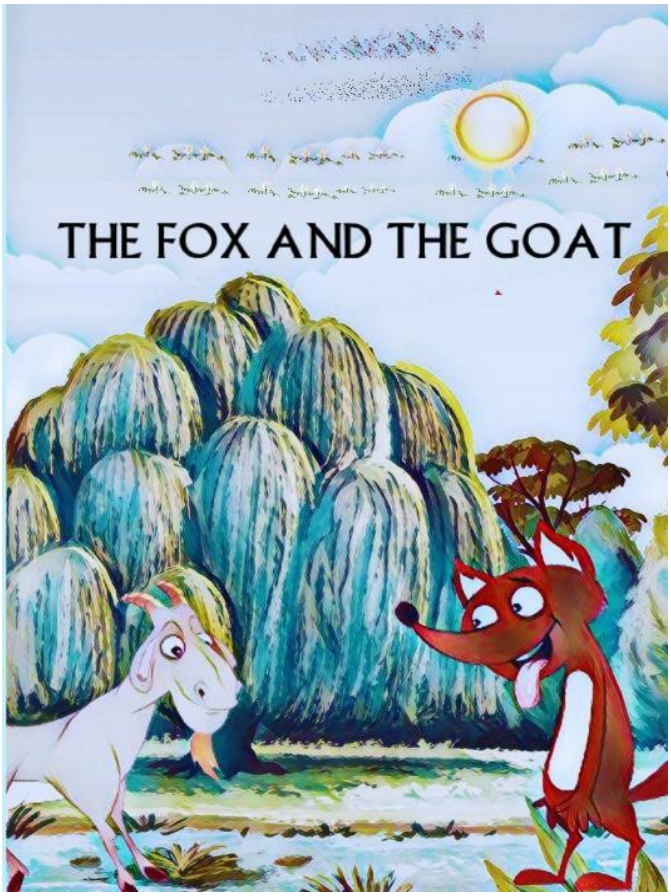
1. What is the text talk about? THE FROG AND THE MOUSE WERE IN ONCE TIME LIFE
2. What is the genre of the text? NARRATIVE TEKS
3. What is purpose of the text? TO GIVE AN INFORMATION TO THE READER

TASK 3

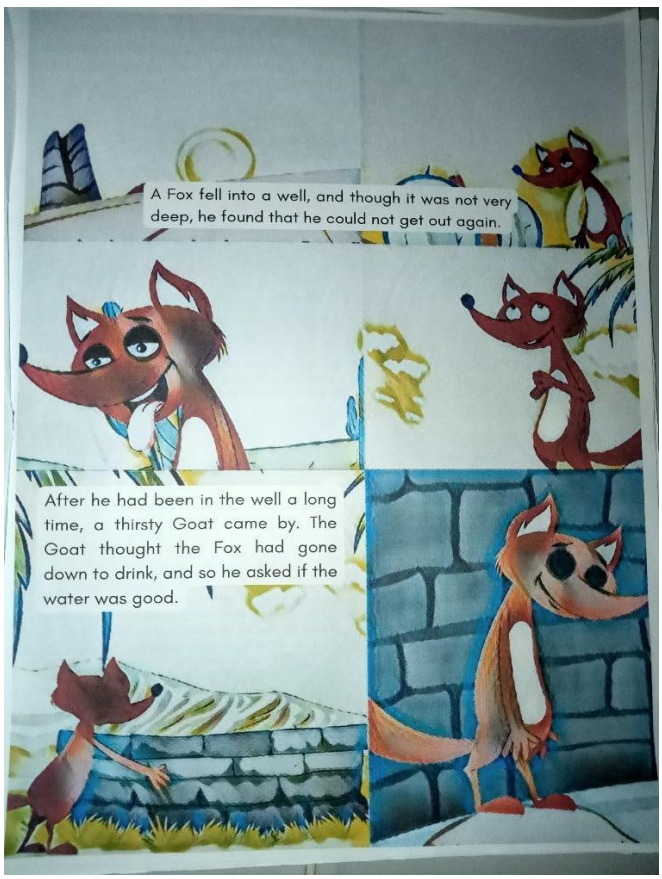
Question :

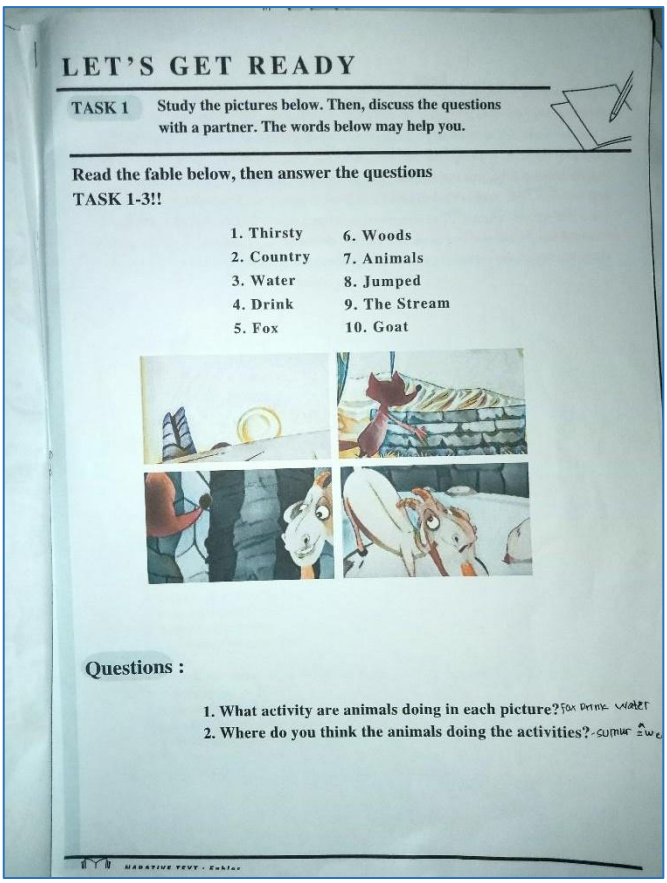
Find 5 words related to the Fable picture above?

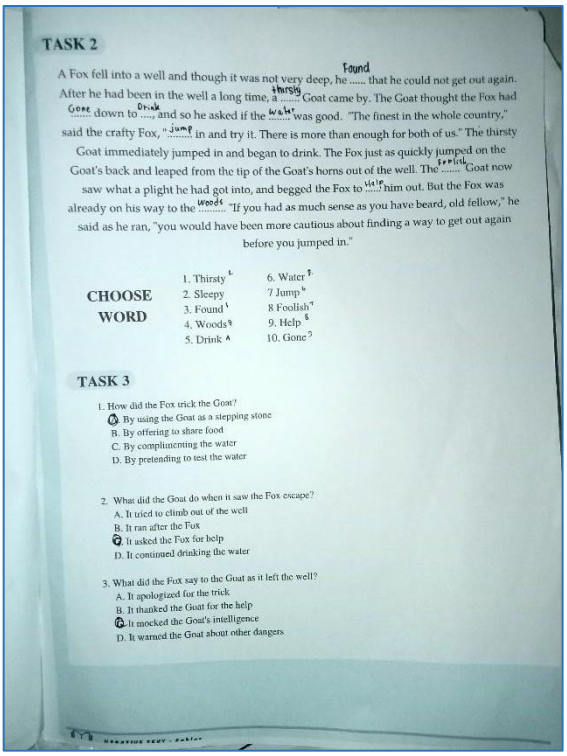
1. KEJU => Cheese
2. DAUN => Leaf
3. WATER => AIR
4. Tree => Pohon
5. BIUE => BIRU


THE FOX AND THE GOAT

"The finest in the whole country," said the crafty Fox, "jump in and try it. There is more than enough for both of us."
The thirsty Goat immediately jumped in and began to drink. The Fox just as quickly jumped on the Goat's back and leaped from the tip of the Goat's horns out of the well.
The foolish Goat now saw what a plight he had got into, and begged the Fox to help him out. But the Fox was already on his way to the woods. If you had as much sense as you have beard, old fellow," he said as he ran,
"you would have been more cautious about a way to get out again before you jumped in."


A Fox fell into a well, and though it was not very deep, he found that he could not get out again.
After he had been in the well a long time, a thirsty Goat came by. The Goat thought the Fox had gone down to drink, and so he asked if the water was good.


LET'S GET READY
TASK 1 Study the pictures below. Then, discuss the questions with a partner. The words below may help you.
Read the fable below, then answer the questions TASK 1-3!!
1. Thirsty
2. Country
3. Water
4. Drink
5. Fox
6. Woods
7. Animals
8. Jumped
9. The Stream
10. Goat
Questions :
1. What activity are animals doing in each picture? Fox drink water
2. Where do you think the animals doing the activities? - sumur ewe



TASK 2

A Fox fell into a well and though it was not very deep, he ..... that he could not get out again. After he had been in the well a long time, a ..... Goat came by. The Goat thought the Fox had ..... down to ....., and so he asked if the ..... was good. "The finest in the whole country," said the crafty Fox, "..... in and try it. There is more than enough for both of us." The thirsty Goat immediately jumped in and began to drink. The Fox just as quickly jumped on the Goat's back and leaped from the tip of the Goat's horns out of the well. The ..... Goat now saw what a plight he had got into, and begged the Fox to ..... him out. But the Fox was already on his way to the ..... "If you had as much sense as you have beard, old fellow," he said as he ran, "you would have been more cautious about finding a way to get out again before you jumped in."

CHOOSE WORD

1. Thirsty
2. Sleepy
3. Found
4. Woods
5. Drink
6. Water
7. Jump
8. Foolish
9. Help
10. Gone

TASK 3

1. How did the Fox trick the Goat?
   A. By using the Goat as a stepping stone
   B. By offering to share food
   C. By complimenting the water
   D. By pretending to test the water

2. What did the Goat do when it saw the Fox escape?
   A. It tried to climb out of the well
   B. It ran after the Fox
   C. It asked the Fox for help
   D. It continued drinking the water

3. What did the Fox say to the Goat as it left the well?
   A. It apologized for the trick
   B. It thanked the Goat for the help
   C. It mocked the Goat's intelligence
   D. It warned the Goat about other dangers

E. MEDIA / ALAT, DAN SUMBER BELAJAR

Media/Alat : Spidol, Papan Tulis, Visual Art

Sumber Belajar : Kamus Bahasa Inggris dan internet.

F. PENILAIAN

Tekhnik Penilaian

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
1.	Pengetahuan	Tes	Individu
2.	Menyelesaikan tugas terstruktur	Tertulis/Penugasan	Individu

Mengetahui.
Guru Bidang Studi

Anzilkarnain M.Toni, S.P_d.,Gr
NIP. 19820604 201410 1 001

Mahasiswa

Khusnul Hatimah
NIM. 200 20 200 17

(LESSON PLAN)
MODUL AJAR

SEKOLAH : SMPN 02 BUA
MATA PELAJARAN : BAHASA INGGRIS
KELAS : 8th Grade (Junior High School)/VIII A
TEMA/SUB TEMA : Narrative text
TOPIK : Fables
ALOKASI WAKTU : 120 menit

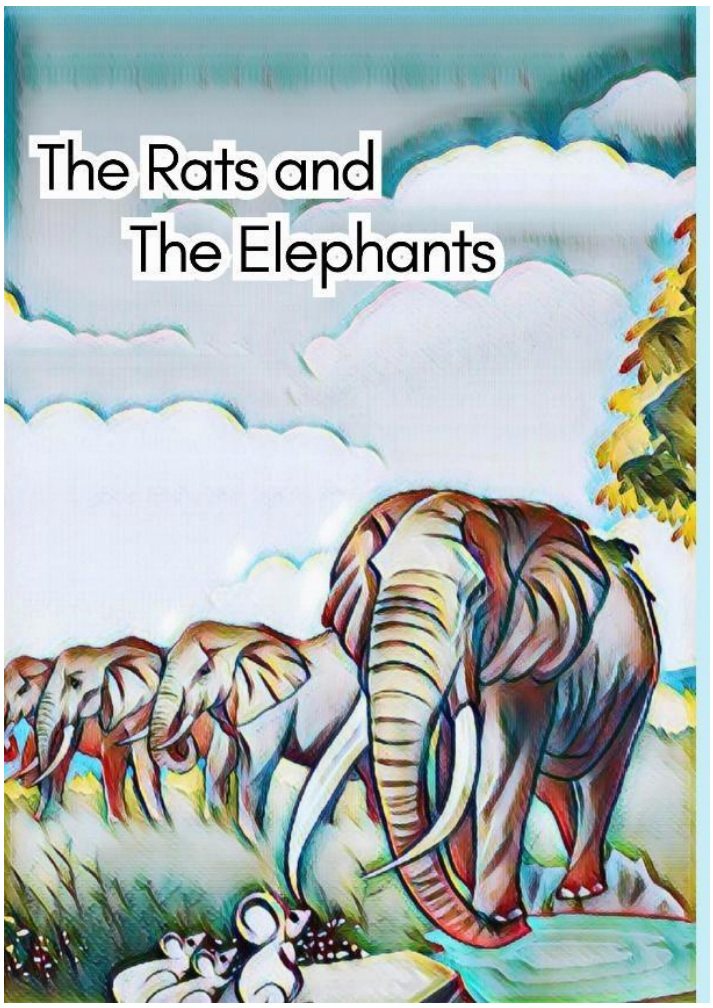
PERTEMUAN 5 & 6

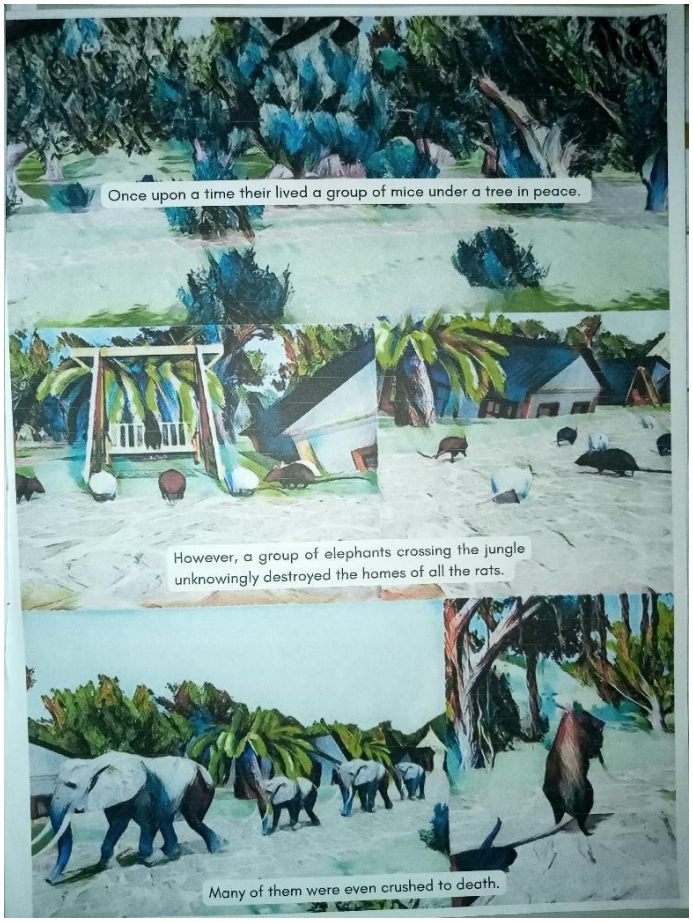
TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
A. KEGIATAN PENDAHULUAN	• Menyapa peserta didik dan menanyakan kondisi mereka dengan • mengucapkan Assalamualaikum dan Selamat Pagi. • Guru memperkenalkan diri • membuka pelajaran dengan berdoa menurut agama dan kepercayaan masing-masing. • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Guru akan menginstruksikan peserta didik jika guru mengatakan “clap one”, peserta didik harus bertepuk tangan satu kali. Jika guru mengatakan “clap two” siswa harus bertepuk tangan dua kali, dan jika guru mengatakan “clap three” peserta didik harus mengatakan “sssttt” dan siswa harus diam.	25 Menit

B. KEGIATAN INTI	1. Guru mengulas kembali informasi dari pertemuan sebelumnya. 2. Guru memberikan Visual Art picture series teks Narrative yang berisi text fabel: “The Ants and The Pigeons (Semut dan Burung Merpati)” dan “The Rats and The Elephants (Tikus dan Gajah)” kemudian siswa membaca teks tersebut terlebih dahulu. 3. Guru memberikan waktu 25 menit untuk membaca dan mengamati. 4. Siswa secara individu dalam kelompok mengumpulkan berbagai informasi berkaitan isi teks naratif yang menjadi contoh dari kata kunci dari teks naratif yang disajikan. 5. Guru menanyakan vocabulary yang belum dimengerti siswa. 6. Guru memberikan Tugas dan waktu 30 menit kepada setiap kelompok untuk mencari jawaban 7. Guru memberikan post-test dengan waktu 45 menit	70 Menit

C. PENUTUP	1. Guru menanyakan kesulitan yang dialami siswa 2. Guru memberikan kesimpulan apa yang telah dipelajari 3. Guru Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini. 4. Guru memberikan tugas menghapal 5 kosa kata untuk pertemuan selanjutnya. 5. Guru berterima kasih kepada para siswa dan memastikan ruang kelas bersih dan meninggalkan ruang kelas dengan sopan dan salam.	25 menit

D. MATERI POKOK DAN URAIAN MATERI



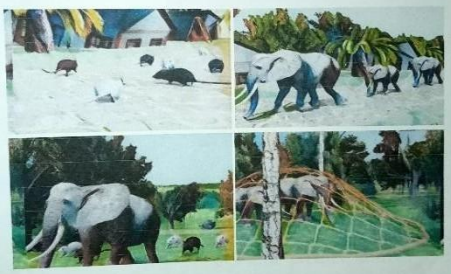


LET'S GET READY

TASK 1 **Study the pictures below. Then, discuss the questions with a partner. The words below may help you.**

Read the Narrative text: Fables below, then answer the questions TASK 1-3!!

1. The elephant
2. Large
3. The Rats
4. Death
5. Tree
6. Jungle
7. Animals
8. Peace
9. Trapped
10. Route



Questions :

1. What activity are animals doing in each picture? The Rats show Route The elephant is Trapped
2. Where do you think the animals doing the activities? jungle

TASK 2

Once upon a time their lived a group of mice under a (1) tree in peace. However, a group of elephants crossing the (2)jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to (3). death.
Then taking of rats (4)decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad (5) story., the elephant's apologized and agreed to take another route. And so the lives of the (6)rats were saved.
One day elephant-hunters came to the jungle and (7)trapped a group of elephants in huge nets. Then the elephant suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek (8)help and told him about the trapped elephants.
The rat's immediately took his entire (9)group of rats and they cut open the nets which had trapped the (10)elephant herd. The elephant herd was totally set free. They danced with joy and thank the rats.

CHOOSE WORD

1. Rats
2. Trapped
3. Elephants
4. Tree
5. Help
6. Decided
7. Jungle
8. Death
9. Story
10. Group

TASK 3

Question :

Find 5 words related to the Fable picture above?

1. hunters = Pemburu
2. Apologized = Meminta maaf
3. one day = Suatu hari
4. route = rute
5. danced = membimbing

D. MEDIA / ALAT, DAN SUMBER BELAJAR

Media/Alat : Spidol, Papan Tulis, Visual Art

Sumber Belajar : Kamus Bahasa Inggris dan internet.

E. PENILAIAN

Teknik Penilaian :

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
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Mengetahui.
Guru Bidang Studi

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NIP. 19820604 201410 1 001

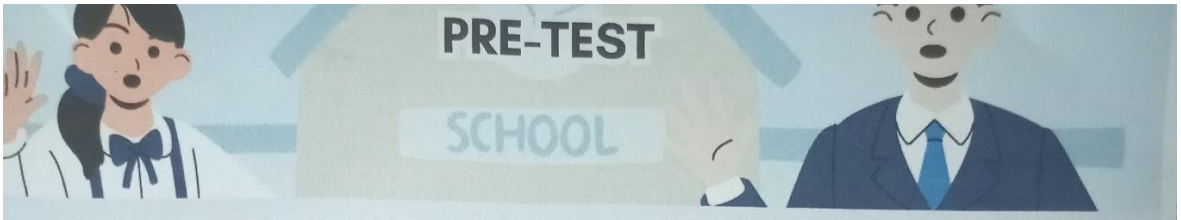
Mahasiswa

Khusnul Hatimah
NIM. 200 20 200 17

APPEDICES 3

PRE-TEST,POST-TES, AND QUESSIONARE

PRE-TEST



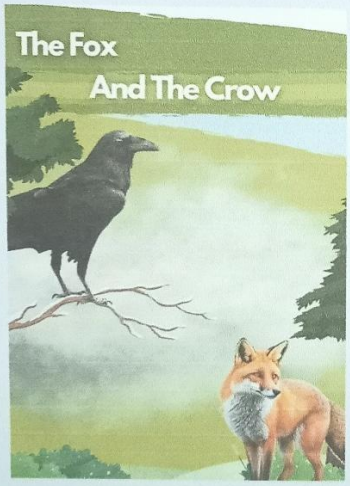
Name: Flira Dahri

Age: 13. Years old

Gender: Perempuan (Girl)

Class: VIII^A (Delapan A)

Instructions: Read each question carefully and choose the best answer.



The Fox and the Crow. In a forest, a crow was sitting on a tree branch, holding a piece of cheese in her beak. A fox saw the cheese and decided to trick the crow into dropping it. The fox complimented the crow's beautiful voice and asked her to sing for him. The crow, flattered by the praise, opened her beak to sing. As she did, the cheese fell out and the fox quickly grabbed it and ran away. The crow realized that she had been tricked and felt foolish. The fox thought he had gotten away with his trickery, but he soon learned that karma had caught up with him.

He ate the cheese too quickly and got a painful stomachache. He realized that his greed had caused him to suffer, and he felt guilty for what he had done to the crow. The crow learned a valuable lesson about not trusting flattery and keeping her guard up.

She also learned that she shouldn't let her guard down when she has something valuable, and to be cautious of those who seem too friendly. The fox also learned a valuable lesson about honesty and not taking advantage of others. He realized that his actions had consequences and that he needed to make amends for what he had done. He apologized to the crow and promised to never trick anyone again.

1. What was the crow holding in her beak at the beginning of the story?

a. A piece of cake

b. A piece of bread

(c) A piece of cheese ✓ 5

d. A piece of fruit

2. How did the fox trick the crow into dropping the cheese?

a. By stealing the cheese

b. By singing with the crow

c. By scaring the crow ✓ 5

(d) By complimenting the crow's voice

3. What did the crow do when the fox asked her to sing?

a. She hid the cheese

(b) She opened her beak ✓ 5

c. She refused

d. She flew away

4. What happened to the cheese when the crow opened her beak to sing?

a. It grew bigger

(b) It fell out x 0

(c) It disappeared

d. It turned into gold

5. Why did the fox get a painful stomachache?

(a) He got caught by the crow

b. He got scared x0

c. He ate too much cheese

d. He ate too quickly

6. What did the fox realize about his actions?

a. He was greedy

(b) He was kind

c. He was smart

d. He was brave

7. What lesson did the crow learn from the experience?

a. To be cautious of flattery

(b) To sing louder

c. To trust everyone

d. To share her cheese

8. What did the fox apologize to the crow for?

(a) For singing with the crow

(b) For stealing the cheese

c. For getting a stomachache

d. For being friendly

9. What did the crow feel when she realized she had been tricked?

a. Angry

b. Grateful

c. Happy

(d.) Foolish

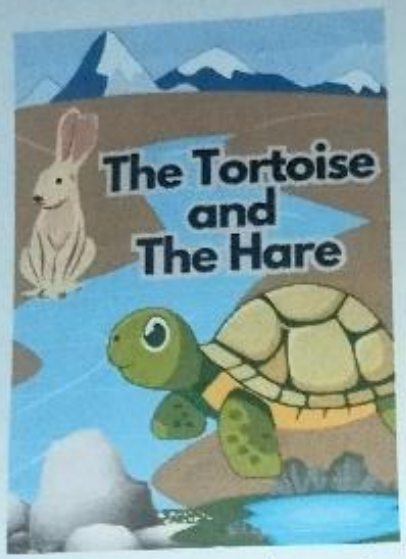
10. What did the fox promise to never do again?

(a) Sing with the crow

b. Eat cheese

c. Compliment the crow

d. Trick anyone.



The Tortoise and The Hare In a forest, there lived a tortoise and a hare. The hare was very proud of his speed and often boasted about it. The tortoise, on the other hand, was slow but steady. One day, the hare challenged the tortoise to a race. The tortoise accepted the challenge and the race began. The hare quickly got ahead, but he became overconfident and took a nap. Meanwhile, the tortoise continued to move forward, slowly but steadily.

When the hare woke up, he realized that the tortoise was almost at the finish line. He tried to run as fast as he could, but it was too late. The tortoise won the race and taught the hare a valuable lesson about humility and perseverance.

The hare was embarrassed by his defeat and couldn't believe that he had lost to such a slow creature. He decided to challenge the tortoise to another race, hoping to redeem himself. This time, the hare didn't stop to take a nap and ran as fast as he could. However, the tortoise still won the race, much to the hare's surprise.

The hare realized that speed alone wasn't enough and that perseverance and determination were just as important. The tortoise and the hare became good friends and continued to race each other from time to time. The hare learned to respect the tortoise's abilities and the tortoise learned to appreciate the hare's speed. Together, they showed that it's not about who wins the race, but how you run it.

11. What lesson did the hare learn from losing the first race?

a. Taking naps during a race is a good strategy

b. Slow and steady wins the race

c. Humility and perseverance are valuable qualities ✗ ○

(d) Speed is the most important factor in a race

12. What caused the hare to lose the first race?

a. He fell asleep

b. The tortoise cheated ✗ ○

c. He became overconfident and took a nap

(d) He got lost in the forest

13. What did the hare realize after losing the second race?

(a.) The tortoise is not a worthy opponent

b. He should challenge the tortoise to more races ✗ ○

c. Speed is the only important factor in a race

d. Perseverance and determination matter as well

14. What did the tortoise teach the hare through the races?

(a.) The hare's superiority over other animals

b. The importance of taking naps ✗ ○

c. The value of speed over consistency

d. The significance of humility and perseverance

15. What did the hare hope to achieve by challenging the tortoise to another race?

a. To prove that he is the fastest animal in the forest

(b) To show that speed is more important than perseverance ✗ ○

c. To redeem himself after losing the first race

d. To learn the tortoise's strategy for winning races

16. Why did the hare lose the second race despite running as fast as he could?

a. Perseverance and determination mattered more

b. He took a wrong turn

(c) The tortoise cheated ✗0

d. He tripped and fell

17. What did the hare and the tortoise become after the races?

a. Bitter rivals

b. Close friends

(c) Enemies ✗ 0

d. Indifferent to each other

18. What did the hare learn about winning races from the tortoise?

a. The importance of respect and appreciation

(b) How to be a sore loser

c. The tortoise's weakness ✗ 0

d. It's all about winning at any cost

19. What did the tortoise learn about racing from the hare?

(a) To be overconfident in races

b. The value of slow and steady progress ✗ 0

c. To always challenge faster opponents

d. Speed is everything

20. What did the tortoise and the hare demonstrate through their races?

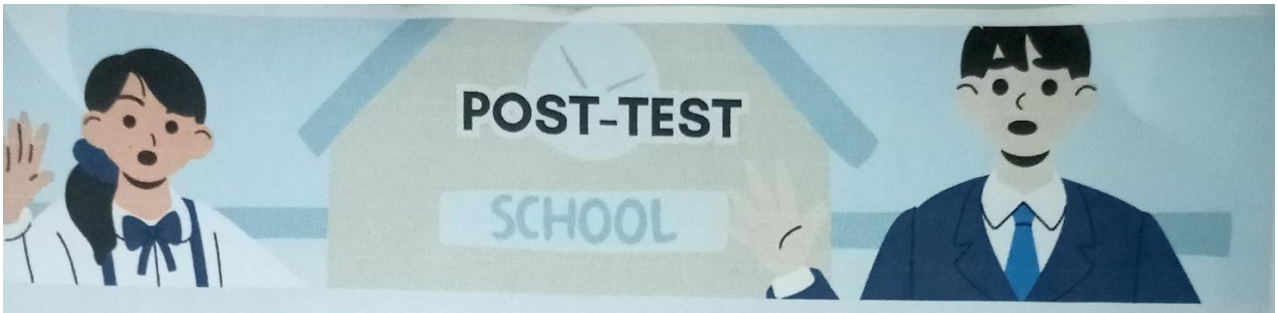
a. The tortoise's superiority over the hare

b. The significance of friendship and mutual learning

c. That winning is everything ✗ 0

(d) The importance of competition

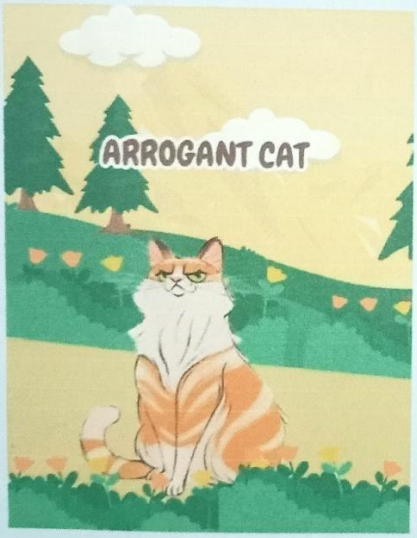
POST-TEST



Name: Aira Dahri Age: 13. Years old

Gender: Perempuan (Cewek) Class: VIII A (Delapan A)

Instructions: Read each question carefully and choose the best answer.



One day the cat wants to live alone without a cat family, because he feels it"s great to survive alone without the help of his family. On his journey he rested close to the chicken family. On a sunny morning, the cat was angry because the chicken had awakened his sleep, chicken, how sassy you woke me up coupled with your ugly children. The chicken family is very angry, they drive the cat away, with a feeling of annoyance when the cat leaves the place. With a feeling so tired the cat sleeps on the shoulder of the elephant, when the elephant is about to wake up accidentally the elephant drops the cat. Hey you rotten elephant, why did you take me down, you want to kill me?. The elephant approached and said, Oh, you are so beautiful .

The cat scratches the elephant, and makes the elephant run amok so that the cat is thrown by it. That cat is very upset and also hungry, he tries to look for food in the soil he meets with worms. Youre a beautiful cat, but why are you taking my food?. The cat said. All animals know my beauty, therefore I have the right to do what I want, then the worm says, Arrogant cat, can you survive in the ground? . Hahaha, its a small thing, said the cat. They finally made a deal. Finally, after a day the cat in the ground a group of worms tried to see it, but the cat was dead, several worms told this to the cat family. But when his family arrived, the arrogant cat that had died was already eaten by a lion.

1. Why did the cat want to live alone?

a) He wanted to be with the chicken family
b) He was tired of resting
(c) He wanted to survive without help
d) He was angry at his family

2. Why did the chicken family drive the cat away?

a) The cat asked for food
(b) They were annoyed by the cat
c) The cat woke them up
d) The cat was resting on the elephant

3. What did the elephant do when the cat scratched it?

a) It slept
b) It ate the cat
(c) It threw the cat
d) It ran away

4. Why did the cat say it had the right to do what it wanted?

(a) Because all animals knew its beauty
b) Because it was angry
c) Because it was hungry
d) Because it was beautiful

5. What happened to the cat in the end?

(a) A It made a deal with the worms
b) It went back to its family
c) It survived in the ground
d) It was eaten by a lion

6. What animal drove the cat away after he woke up angrily?

a) A Worm
b) Chicken
c) Lion
d) Elephant

7. Where did the cat rest before encountering the chicken family?

a) A Tree
b) River
c) Ground
d) Mountain

8. What does the worm think of the cat's attitude??

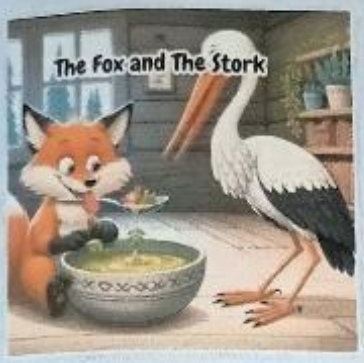
a) Arrogant and rude
b) Funny and entertaining
c) Caring and helpful
d) Admiring and friendly

9. Why did the elephant drop the cat?

a) A To save the cat
b) To wake up the cat
c) To play with the cat
d) Accidentally

10. Where did the cat try to look for food when he was upset and hungry?

a) A Tree
b) Water
c) Sail
d) Sky



Once upon a time, there was a fox and a stork who lived in a jungle. The two animals were neighbors. The cunning fox one day thought of a devious plan to amuse himself at the expense of the good-natured stork, at whose odd appearance he was always laughing.

You must come and have dinner with me today, the fox said to the stork one day, smiling to himself at the trick he was going to play on the poor stork. The stork happily accepted the invitation and arrived in good time for dinner and with a very good appetite. The fox served soup for dinner but in a very very shallow dish. The stork could not drink it but was only able to wet the very tip of his bill in it. On the other hand, the fox drank it up easily and, to increase the disappointment of his neighbor, made a great show of enjoyment. The poor and hungry stork was much displeased at the foxs trick, but he was calm and saw no good in flying into a rage. Not long afterwards, the stork invited the fox to have dinner with him at his house.

The fox arrived promptly at the storks house at the decided time. The stork served a fish dinner with a very appetizing aroma. But this time, the stork served in a tall jar with quite a narrow neck. The stork could get at the food easily with his long beak, but the fox couldnt. All the fox could do was sniff at the delicious aroma. The fox lost his temper, but the stork said calmly. One should not play tricks on their neighbors unless they can stand the same treatment themselves.

11. What did the fox serve for dinner to the stork?
a. Soup in a shallow dish
(b) Fish in a tall jar
c. Meat on a large plate
d. Salad in a wide bowl

12. How did the stork feel about the fox's trick?

a. Angry and vengeful
(b) Calm and displeased
c. Very happy and amused
d. Excited and eager

13. What was the stork's response after the fox's trick?

a. He laughed at the fox's misfortune
b. He told the fox to leave
(c) He ignored the fox completely
d. He invited the fox for dinner

14. What was the fox's plan when inviting the stork?
a. To become better friends
(b) To play a trick on the stork
c. To apologize for his behavior
d. To share a meal equally

15. How did the stork serve the fish dinner?
a. In a tall jar
(b) On a flat plate
c. In a shallow bowl
d. In a wide container

16. What did the fox do when he couldn't eat the food?

(a) He sniffed at the aroma
b. He tried to reach for it
c. He left the house angrily
d. He apologized to the stork

17. What lesson does the stork convey at the end of the story?

a. Tricks should be played carefully
(b) Do not trick others unless prepared
c. Always invite neighbours for dinner
d. Friendship is more important than food

18.What character trait describes the fox in the story?

a. Generous and caring
b. Respectful and humble
c. Honest and kind
(d) Cunning and playful

19. What was the stork's appearance described as?

a. Plain and simple
(b) Odd and amusing
c. Large and intimidating
d. Beautiful and elegant

20. What did the stork use to eat from the jar?

a. His long beak
b. A spoon
c. His claws
(d) His paws

RESEARCH QUESTIONNARE
(STATEMENT VISUAL ART)

RESEARCH QUESTIONNAIRE

(VISUAL ART)

Visual Art As A Learning Medium To Teach Reading Comprehension

Petunjuk Pengisian Kuesioner

1. Isilah identitas tersebut
   a. Nama/Name
   b. Kelas/Class
   c. Jenis Kelamin/Gender
2. Silakan Anda membaca dan memahami setiap pernyataan dalam kuesioner ini pilihlah salah satu jawaban yang paling sesuai dengan keadaan diri saudara dengan memberikan tanda (√) centang pada :
   - Very Agree = Sangat Setuju
   - Agree = Setuju
   - Neutral = Kadang-kadang
   - Disagree = Tidak Setuju
   - Very Disagree = Sangat Tidak Setuju
3. Dalam anda memberikan jawaban tidak ada jawaban yang salah semua jawaban benar karena kuesioner ini diberikan dengan tujuan untuk kebutuhan penelitian.
4. Diharapkan menjawab semua pernyataan yang ada jangan sampai ada yang terlewati.
5. Sebelum kuesioner ini dikembalikan periksalah kembali jangan sampai anda yakin bahwa angket sudah terjawab semua.
6. Kuesioner ini tidak akan mempengaruhi nilai dan evaluasi belajar anda tetapi hanya untuk kepentingan penilaian saja.
7. sebelum menjawab bacalah terlebih dahulu pernyataan di bawah ini dengan cermat dan teliti.

STATEMENT
(Pernyataan)

Nama/Name: Aira Dahri

Kelas/Class: Perempuan / VIII^A (Delapan A)

Jenis kelamin/Gender: ○ Male ☑ Female

1. Visual art membantu saya belajar membaca.

4 ○ Sangat setuju ☑ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

2. Visual art tidak menarik bagi saya.

2 ○ Sangat setuju ○ Setuju ○ Kadang-kadang ☑ Tidak setuju ○ Sangat tidak setuju

3. Visual art Membantu saya memahami bacaan.

5 ☑ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

4. Visual Art menambah kosa kata baru bagi saya.

5 ☑ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

5. Saya suka belajar dengan Visual art.

3 ○ Sangat setuju ○ Setuju ☑ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

6. visual art membuat bacaan Lebih Seru

5 ☑ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

7. Visual art meningkatkan motivasi membaca

5 ☑ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

8. Visual art membuat saya sulit memahami bacaan.

2 ○ Sangat setuju ○ Setuju ○ Kadang-kadang ☑ Tidak setuju ○ Sangat tidak setuju

9. Visual art membuat saya berimajinasi.

5 ☑ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

10. Visual art tidak memberikan pengaruh terhadap membaca.

2 ○ Sangat setuju ○ Setuju ○ Kadang-kadang ☑ Tidak setuju ○ Sangat tidak setuju

11. Visual Art membuat saya bosan dalam membaca.

1 ○ Sangat setuju ○ Setuju ○ Kadang-kadang ✓ Tidak setuju ✓ Sangat tidak setuju

12. Visual art membuat siswa terlibat aktif dalam pembelajaran

5 ✓ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

13. Visual art membuat saya rajin membaca.

5 ○ Sangat setuju ○ Setuju ✓ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

14. Gambar yang digunakan Visual art sangat mengganggu.

2 ○ Sangat setuju ○ Setuju ○ Kadang-kadang ✓ Tidak setuju ○ Sangat tidak setuju

15. Visual art membuat saya bingung dalam memahami bacaan

1 ○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ✓ Sangat tidak setuju

16. Visual art membuat saya malas berfikir

1 ○ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ✓ Sangat tidak setuju

17. Visual art membuat saya lebih mudah mengingat bacaan.

3 ✓ Sangat setuju ○ Setuju ✓ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

18. Visual art membuat saya tidak fokus membaca

2 ○ Sangat setuju ○ Setuju ○ Kadang-kadang ✓ Tidak setuju ○ Sangat tidak setuju

19. Visual art efektif dalam meningkatkan pemahaman membaca.

5 ✓ Sangat setuju ○ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

20. Visual art membuat saya menjadi percaya diri dalam membaca.

3 ○ Sangat setuju ✓ Setuju ○ Kadang-kadang ○ Tidak setuju ○ Sangat tidak setuju

APPENDICES 4

DOKUMENTASI

1. PRETEST

2. TREATMENT

3. POST TEST

VALIDASI INSTRUMENT

Validator 1

Dosen IAIN Palopo

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama	: Ermawati, S.Pd.I., M.Hum
Jabatan/Pekerjaan	: Dosen Bahasa Inggris
Instansi Asal	: IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:
"Visual Art As A Learning Medium To Teach Reading Comprehension" dari mahasiswa:

Nama	: Khusnul Hatimah
Program Studi	: Pendidikan Bahasa Inggris
NIM	: 2002020017

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Beri keterangan jenis tesnya.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

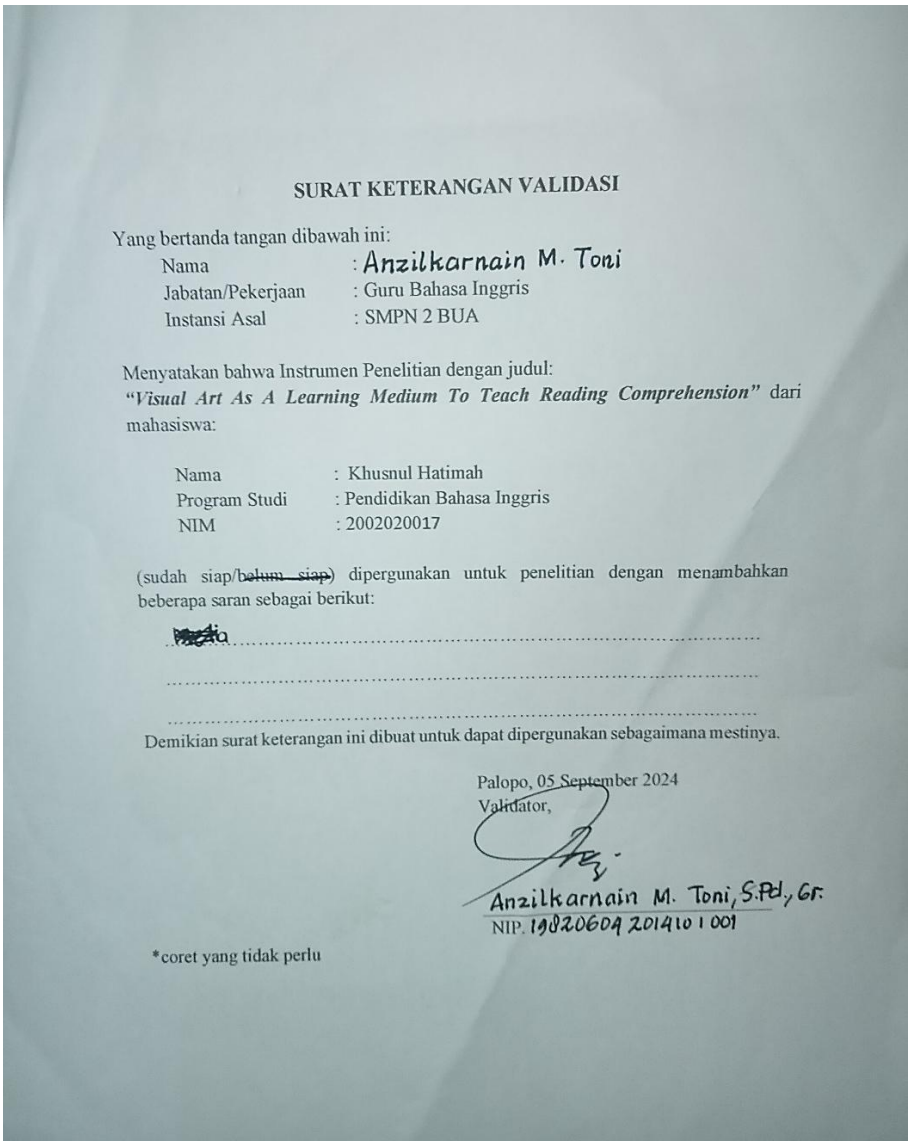
Palopo, 14 Agustus 2024
Validator,

Ermawati, S.Pd.I., M.Hum
NIP. 19911117 202012 2 019

*coret yang tidak perlu

Validator 2

Guru Bahasa Inggris



SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Anzilkarnain M. Toni
Jabatan/Pekerjaan : Guru Bahasa Inggris
Instansi Asal : SMPN 2 BUA

Menyatakan bahwa Instrumen Penelitian dengan judul:
"Visual Art As A Learning Medium To Teach Reading Comprehension" dari mahasiswa:

Nama : Khusnul Hatimah
Program Studi : Pendidikan Bahasa Inggris
NIM : 2002020017

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

[redacted]

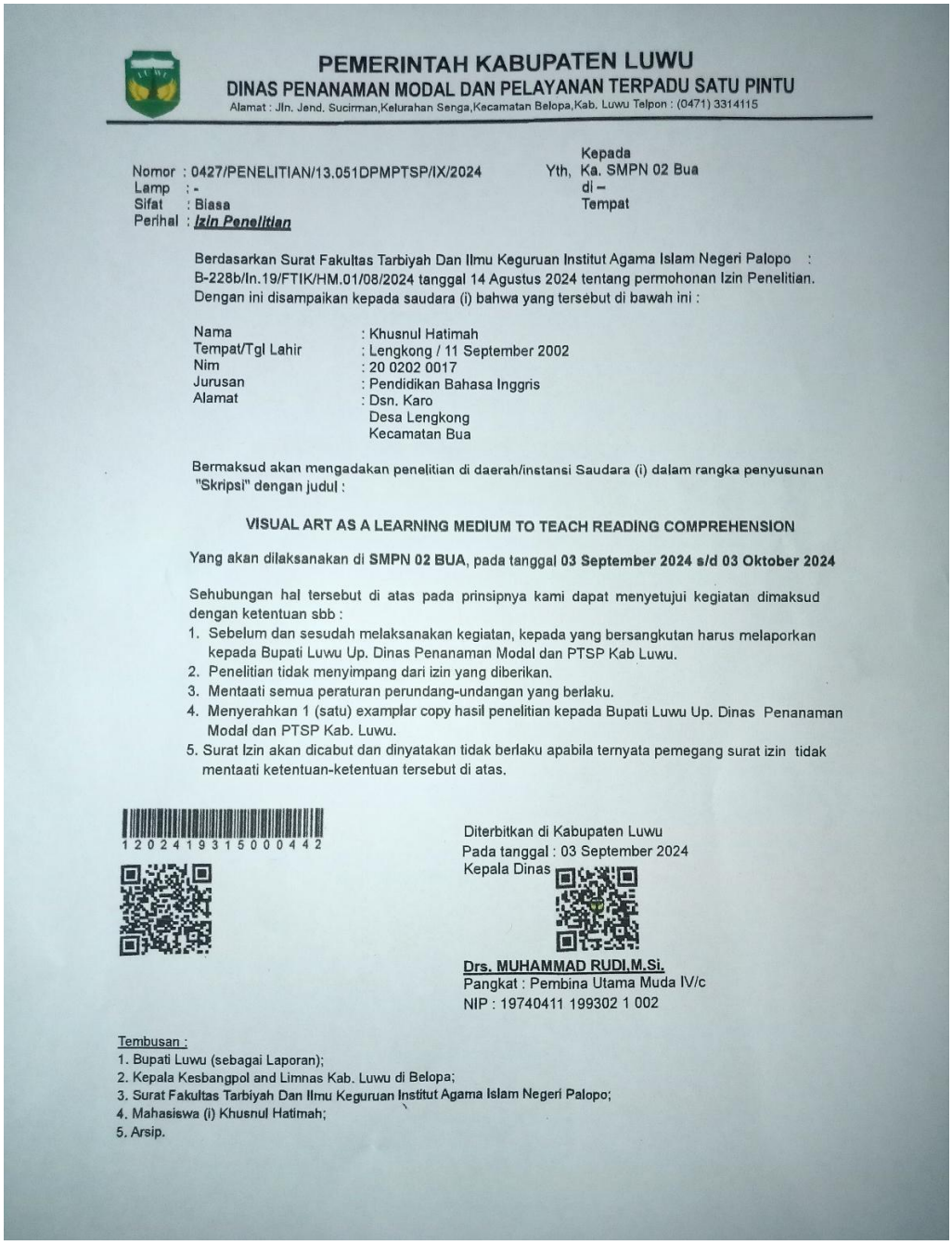
Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 05 September 2024
Validator,

Anzilkarnain M. Toni, S.Pd., Gr.
NIP. 19820609 201410 1 001

*coret yang tidak perlu

SURAT KETERANGAN IZIN MENELITI (KESBANG)



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jln. Jend. Sucirman,Kelurahan Senga,Kecamatan Belopa,Kab. Luwu Telpon : (0471) 3314115

Nomor : 0427/PENELITIAN/13.051DPMPTSP/IX/2024
Lamp : -
Sifat : Biasa
Perihal : ***Izin Penelitian***

Kepada
Yth, Ka. SMPN 02 Bua
di –
Tempat

Berdasarkan Surat Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Palopo : B-228b/In.19/FTIK/HM.01/08/2024 tanggal 14 Agustus 2024 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama	: Khusnul Hatimah
Tempat/Tgl Lahir	: Lengkong / 11 September 2002
Nim	: 20 0202 0017
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Dsn. Karo Desa Lengkong Kecamatan Bua

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

VISUAL ART AS A LEARNING MEDIUM TO TEACH READING COMPREHENSION

Yang akan dilaksanakan di **SMPN 02 BUA**, pada tanggal **03 September 2024 s/d 03 Oktober 2024**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

1202419315000442

Diterbitkan di Kabupaten Luwu
Pada tanggal : 03 September 2024
Kepala Dinas

Drs. MUHAMMAD RUDI,M.Si.
Pangkat : Pembina Utama Muda IV/c
NIP : 19740411 199302 1 002

Tembusan :
1. Bupati Luwu (sebagai Laporan);
2. Kepala Kesbangpol and Limnas Kab. Luwu di Belopa;
3. Surat Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Khusnul Hatimah;
5. Arsip.

SURAT SELESAI MENELITI (SEKOLAH)

PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN
SMP NEGERI 2 BUA
AKREDITASI A
Alamat : Jl. Poros Palopo-Siwa, Desa Lengkong, Kec. Bua, Kab. Luwu 91991

SURAT KETERANGAN
Nomor : 535/Disdik/SMP.2/PL/X/2024

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Bua menyatakan bahwa saudari :

Nama	: KHUSNUL HATIMAH
Tempat/Tanggal Lahir	: Lengkong / 11 September 2002
NIM	: 20 0202 0017
Jenis Kelamin	: Perempuan
Agama	: Islam
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Dusun Karo, Desa Lengkong, Kec. Bua, Kab. Luwu

Telah melakukan penelitian pada tanggal 03 September s/d 03 Oktober 2024 pada SMPN 2 Bua dengan Judul **"Visual Art As A Learning Medium to Teach Reading Comprehension".**

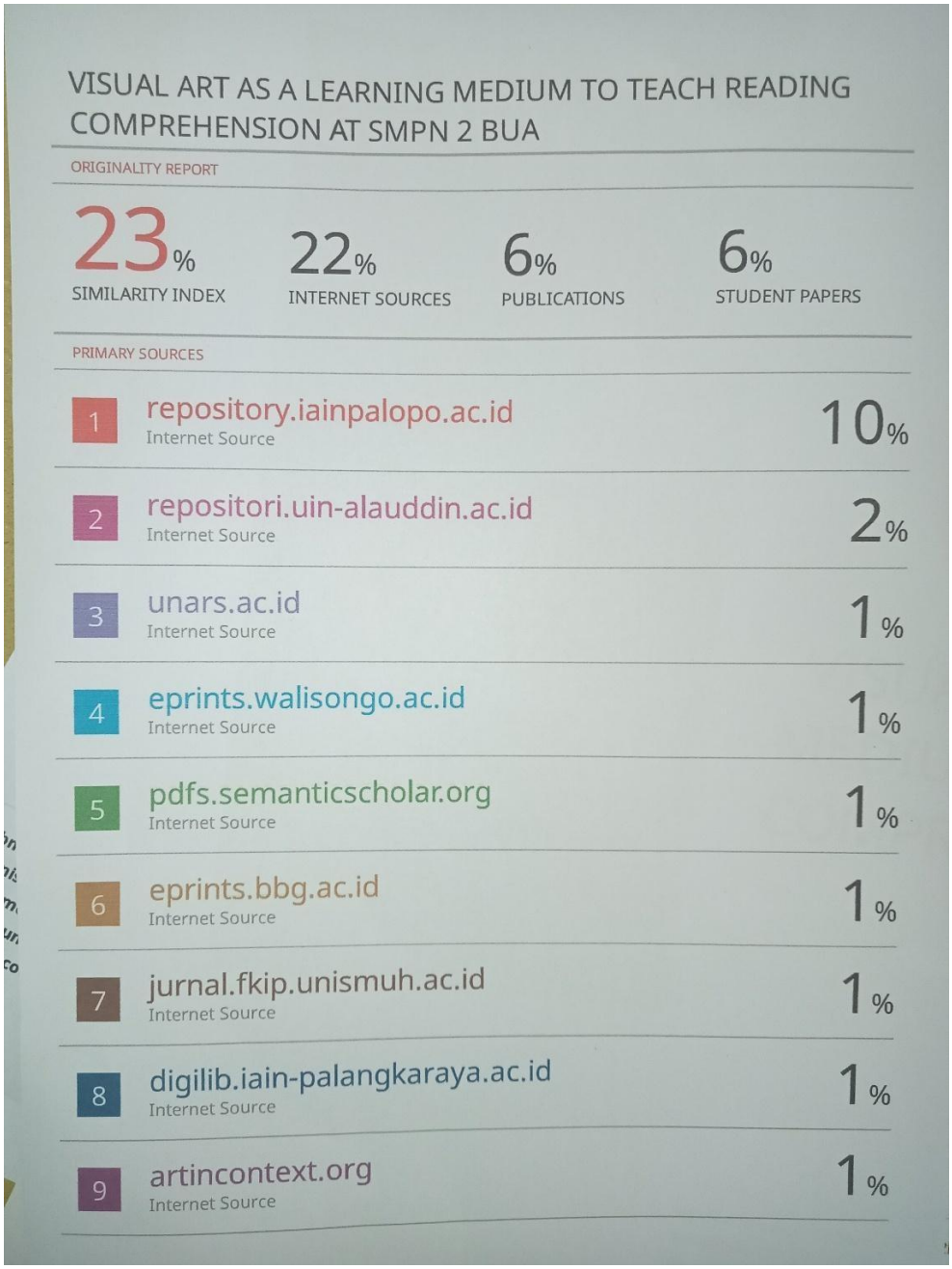
Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Lengkong, 18 Oktober 2024
Kepala SMP Negeri 2 Bua,

PEMERINTAH KABUPATEN LUWU
SMP NEGERI 2 BUA
DINAS PENDIDIKAN

Drs. Baedawi Said
NIP. 196703031999031004

HASIL CEK TURNITIN



VISUAL ART AS A LEARNING MEDIUM TO TEACH READING COMPREHENSION AT SMPN 2 BUA

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BIOGRAPHY

Khusnul Hatimah was born on 11 September 2002 in Lengkong. She is the last of three children of Agurdi and Musfirah. In 2006 she attended primary school at SD 479 Lengkong and graduated in 2012. Then he was enrolled as a student in Junior High School at SMPN 2 BUA and graduated in 2015. After completing his education in junior high school, he enrolled in senior high school at SMAN 10 Luwu and graduated in 2020. After that, she continued her studies at the State Islamic Institute (IAIN) Palopo in 2020 and took the English Education study programme. She completed her study at Institut Agama Islam Negeri Palopo in 2024.