CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Petunjuk Penulisan Cakrawala Pendidikan

1. Naskah belum pernah diterbitkan dalam media cetak lain, diketik spasi rangkap pada kertas quarto, panjang 10-20 halaman, dan diserahkan paling lambat 3 bulan sebelum penerbitan, dalam bentuk ketikan di atas kertas sebanyak 2 eksemplar dan pada disket komputer IBM PC atau Kompatibel. Berkas naskah pada disket komputer diketik dengan menggunakan pengolah kata *Microsoft Word.*

2. Artikel yang dimuat dalam jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.

3. Semua karangan ditulis dalam bentuk *esai,* disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut :

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)

4. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak (50-75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/ pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, b) nama-nama peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik), (f) pendahuluan berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.

5. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

   Anderson, D.W., Vault, V.D., dan Dickson, C.E. 1993. *Problems and Prospects for the Decades Ahead: Competency Based Teacher Education.* Barkeley: McCutchan Publishing Co.

   Huda, N. 1991. *Penulisan Laporan Penelitian untuk Jurnal.* Makalah disajikan dalam Loka Karya Penelitian Tingkat Dasar bagi Dosen PTN dan PTS di Malang Angkatan XIV, Pusat Penelitian IKIP MALANG, Malang, 12 Juli.

   Prawoto. 1998. *Pengaruh Penginformasian Tujuan Pembelajaran dalam Modul terhadap Hasil Belajar Siswa SD PAMONG Kelas Jauh.* Tesis tidak diterbitkan. Malang: FPS IKIP MALANG.

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   Sihombing, U. 2003. *Pendataan Pendidikan Berbasis Masyarakat.* http://www.puskur.or.id. Diakses 21 April 2006.

   Zainuddin, M.H. 1999. Meningkatkan Mutu Profesi Keguruan Indonesia. *Cakrawala Pendidikan.* 1(1):45-52.

6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

Daftar Isi

USING PICTURE BOOK AS MEDIA TO IMPROVE READING MOTIVATION ON JUNIOR HIGH SCHOOL STUDENT

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Abstrak: Penggunaan buku bergambar dalam pembelajaran di kelas dapat ber-kontribusi terhadap pencapaian berbagai tujuan. Penelitian ini difokuskan pada peng-gunaan buku bergambar sebagai media dalam pembelajaran membaca untuk mening-katkan motivasi membaca siswa MTsN Ngawi. Metode penelitian ini menggunakan metode penelitian kualitatif dimana observasi, wawancara, dan dokumentasi digu-nakan sebagai pengumpulan data. Hasil penelitian menunjukkan bahwa penerapan buku bergambar dalam pengajaran membaca media membuat siswa menikmati, ber-minat, dan bersemangat selama proses pembelajaran. Buku bergambar merupakan salah satu media yang tepat dalam mengajar teks narasi dan memberikan kontribusi yang bermanfaat dalam meningkatkan motivasi siswa dalam membaca.

Kata Kunci : Membaca, buku bergambar, motivasi membaca siswa.

Abstract : The use of picture books in teaching in the classroom can contribute towards achievement of a wide range of objectives. This research is focused on implementing the picture books as media in teaching reading to improve students' reading motivation at MTsN Ngawi. This research method is using qualitative research method in which observation, interview, and documentation employed as data collection. The result of the research showed that the implementation of picture book in teaching reading as media makes the students enjoy, interest, and enthusiasm during teaching learning process. Picture book is one of appropriate media in teaching narrative text and give beneficial contribution in improving students' motivation in reading.

Key Words : Reading, picture books, students' reading motivation.

INTRODUCTION

Picture books (stories which used text and picture illustrated to show the meaning) have long been thought of as appropriate only at primary grade levels because of their short length, simple plots, and minimum number of characters. The pictures function is to help the reader understanding the story well. The purpose of the study was to analyze how is picture book give contribution to the process of teaching reading on the junior high school.

Students used to learning visually in today's multimedia world relate naturally to picture book format. The continued use of sophisticated picture books is a natural progression from early school years into the upper primary and secondary school. Effective use of these books in classroom programmes can contribute towards achievement of a wide range of objectives.

The educators have noticed the role picture books play in creating a safe learning environment for their students. This lies in part because picture books offer a medium in which all students, regardless of background knowledge or level, can succeed.

Students who are reading in the bellow grade level don't have to exhaust themselves trying to comprehend a picture book text, which enable them to relax, a stance that certainly facilitates learning The use of picture books can gain the trust of readers, begin the process of building their confidence and offer successful reading experience (Kane, 2007).

Based on the KTSP, the eighth grade students should master some of short functional text, monolog, and also essay text namely descriptive, report, recount, and narrative. In this research, the researcher interested in teaching narrative text. Why the researcher chose narrative text, it because narrative text consist of story.

Reading is an essential skill for students of English as a foreign language (Nunan, 2003, p.69). For most of these students it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading English is required. By strengthening English reading skill, students will make great progress and development in all other areas of learning. Reading is useful for language acquisition. Students also got more positive effect from reading, by reading they got vocabularies knowledge, on their spelling and writing.

Since English is a foreign language, it is understandable that most students face difficulties in understanding a piece of reading text. These difficulties sometimes make students frustrated. They lose their motivation to learn English so they were not enjoy to learn English. English as foreign language is considered difficult to learn especially in reading because English is not the mother of tongue of the students.

Harmer (2008, p. 108) states that the aims of all committed teachers are to facilitate learning. It really needs creative efforts from the English teacher to conduct

the process of teaching-learning. To be more interesting the teacher have to create many ways to explain the subject so that it can be understood well by the students.

One of things that English teacher face is the difficulties to teach reading because the teacher difficult to built students' motivation in reading.

It is very important that teacher should choose and select reading material and media. If the teachers have found right materials, they must select good media too, because good media will support teaching learning process. There are three kinds of media as we know. They are audio, visual, and audio visual media (Setyowati, 2009). Media that we can listen is audio, and the media that we can see is visual. While, the media that we can listen and see is named audio visual. As a teacher, it is important to decide the right media when taught the students.

According to Latuheru (1988), pictures have several functions in the teaching and learning process. First, picture can translate abstract ideas into more realistic forms. Second, pictures are easily obtained, e.g. from schoolbooks, newspapers and magazines. Third, pictures are usable in different kinds of academic levels. Fourth, picture can save the teacher's time and energy. In addition, Raimes (1983), pictures in sequence provide for a variety of guided and free writing exercises. A picture sequence, such as a comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip. A set of parallel pictures provide materials that offer guidance on vocabulary, sentence structure, and organization, and then let the students to write about new subject matter.

Advantages of Using Picture Book

There are some advantages of using picture book as media. Ideas for using picture

books in the classroom, at upper primary or at secondary school level: 1) As a stimulating introduction to a new topic or context. Difficult topics can be presented in a meaningful and accessible format for all students. For example, nuclear fallout as dealt with in *When the wind blows*, by Raymond Briggs. 2) As a springboard for creative writing. Read the illustrations and write your own text, or write an alternative ending. Wordless picture books are particularly useful for this. For example, *The Mysteries of Harris Burdick* by Chris Van Allsburg has 14 black-and-white drawings with only captions. They inspire the imagination and entice readers to make up their own stories. 3) Use with ESOL students. The visual features enhance the reader's understanding of the text. ESOL students can use them to good effect because the level of content is age appropriate and these books are normalised in the classroom. They are also a useful adjunct to the classroom writing programme with students writing their own text. This could be oral, in their first language, or with subsequent translations into English. 4) As a read aloud. Hearing a good story read aloud by an enthusiastic teacher or school librarian can pique a student's interest. The adult reader's enthusiasm for reading and the book can be contagious and their role in setting the context for the book is important. Sophisticated picture books are short enough to be read in one period with sufficient time for follow up discussion. It's best to read and re-read them, as each reading reveals different layers of meaning. 5) Write or develop a musical interpretation or sound track to accompany a narration of the story. 6) Retell traditional stories, in particular fractured fairy stories. These can be compared and contrasted with the originals.

Picture books are ideal resources for literature circles and guided group discussion, as their content and presentation leads to differing interpretations.

METHOD

The design of the research is descriptive qualitative method. Bodgan and Tylor (1998, p. 25) defined the qualitative approach as a research procedure which produces a descriptive data such as verbal or non verbal utterances or words from the object being observed. It presents the information concerning the current status of phenomenon and it is directed toward determine of situation as it exist at the time of the study (Stake, 2010, p. 5).

Research Subject and Setting

The research subject is the English teacher and 60 students of eighth grade. The setting of the research is in MTsN Ngawi.

Source of Data

The data source of this research is taken from the teaching learning activity in the classroom when the students got reading section. The focus of this research is not the topic but the picture book in reading section class.

Data Collection Technique

The data collection of this research is using instrument, because the research is qualitative research, so the main instrument is the researcher himself. The most basic method of data collection of this research is observation for obtaining the data sources.

To support the research, the researcher also using supporting instrument to collect the data, they are form of observation sheet, interview and questionnaire.

The observation sheet is used to collect data which related to the process of teaching learning in the classroom. The interview is used for a number of purposes, they are: (1) Knowing unique information that not happened in the classroom activity,

(2) Collecting many information from many persons, (3) Finding about things that researcher can not observe.

The questionnaire is used to obtain the data about students' attitude on the implementation of active learning. It consists of ten number and given to the students after teaching learning process.

Data Analysis

Data analysis is a system to arrange the data and present to other. Miles and Huberman (1994, p. 4) view that qualitative data analysis consists of data reduction, data display, and drawing conclusion.

Data reduction is the stage of processing the "raw" data in order to be ready to be analyzed. The process form of data analysis are selecting, simplifying, focusing, summarizing, coding, sorting, or even making cluster of the themes.

Data display is the process of demonstrating the data either in the form of narrative text, matrices, graphs, network or charts. In the context of this research, the data were displayed in the form of conversational excerpts, classroom interaction and result of interview.

Both of the steps above, starting from reducing data to displaying data, are applied each time the researcher obtained data from one topic session. Based on these activities, the researcher make conclusion of the analysis and focused the attention in the subsequent data collection. The conclusion is written based on the analysis of the observation sheet, result of the interview, and documentation in the relation to the research problems.

RESULT

The issue of using picture book in the teaching learning process specially on reading term is how it connected to its usefulness. The picture book in teaching reading could provide language input such as vocabulary and functional expressions. It was found that 53 of 60 students or 88% of the students agreed the use picture book. The picture book help the students understand the material and improve their reading skill particularly and their motivation on reading. From the questionnaire result that the picture book give benefit in teaching reading to the students' reading skills improvement and students' reading motivation. It revealed that 51 of 60 students or 85% of the students positively responded after the implementation activities yet only 15% of the students showed their uncertainty of its benefits.

DISCUSSION

Discussion of How Picture Books give contribution in the Teaching Reading at Eighth grade Students of MTsN Ngawi

Based on the finding of this research, it proved that the use of picture book media in teaching reading at MTsN Ngawi is one of appropriate to teach narrative text and give beneficial contribution in improving students' ability and students' motivation in reading. This media was implemented as process of comprehending text and as constructing meaning from written text. For EFL learners, reading comprehension is primarily things. By reading, the students try to understand the meaning of words or sentence. In this case need strategy to make the students interesting on reading. Using picture book is one of strategy to make students interesting on reading. Picture book help the students to decoding and visualization the information and give illustration to the students when they read.

There are so many components that support teaching learning process. Those components often used by the teacher to present an innovative teaching. Teacher must

prepare the materials before they teach. The materials that must be drawn up before teaching reading are (1) lesson plan, (2) reading material, (3) instructional media, (4) Assessment form.

Discussion of What Kinds of Problems Arises during the Implementation

Based on the finding of this research by interviewing the teacher it is proved that the use of picture books media in teaching reading has some problems which arise during the implementation. The data of interview show that it takes much more time to prepare the learning stuff before the time begins. For instance, the teacher must prepare and find story or picture book that match with the topic. The next problem is the inadequate time. The teacher has to manage the time in such a way to explain the material and male all students finish the task.

Discussion of What Students' Responses Toward the Implementation

Based on the finding of this research by giving questionnaires to the students, it proved that the used of picture books media in teaching reading has positive responses. Almost all of the students felt very enthusiastic to read the text, strongly motivated to read, and felt confident in answering the question in reading.

The case study revealed that weak readers prior knowledge helped and motivated the readers if they were familiar with the stories in their mother of tongue prior to reading the stories in a second language.

Discussion of the Strength of the Picture Book Compared with another Media

Based on the finding of the result, the picture book give more beneficial to teaching learning process especially on reading narrative text. Pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc.

Pictures help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's action, sound effect and words. This overall context of new language will have meaning to the students.

Pictures are essential visual media since they can show concrete visual description of the ideas they bring. They can make readers understand the ideas or information they bring clearly, even more clearly than written or oral words.

CONCLUSION AND SUGGESTION

After the researcher held the research, he inferred the implementation of picture books in teaching reading on junior high school students at MTsN Ngawi.

With the research findings and discussion, the researcher offers some suggestions. The suggestions are addressed to the teacher and future researchers.

The teachers who have the same problems with the teacher in MTsN Ngawi are suggested to employ the picture media to make the students feel enthusiastic and active in process of reading. The teachers should focus on preparing lesson plans and selected the appropriate material which suitable with the students level.

Future researchers, particularly those who are interested in applying picture as media in their research are suggested that they conduct action research in the teaching of reading narrative text in different level. Moreover, it is also suggested that future researchers conduct action research in the teaching reading using different genre.

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