

**ASSISTED REPEATED READING THROUGH PICTURE BOOKS  
TOWARDS STUDENTS' ABILITY TO INFER MEANING FROM A  
NARRATIVE TEXT**

**A PAPER**

Submitted to the English Language Education Study Program, Faculty of Teacher  
Training and Educational Sciences, Pakuan University as a Partial fulfillment of  
the requirements for the *Sarjana Pendidikan* examination

**By**

**Dea Anugrah**

**031115035**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES  
PAKUAN UNIVERSITY**

**2020**

**APPROVAL SHEET**

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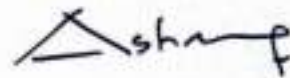
Approved by:

Supervisor I,



Dr. Entis Sutisna, M.Pd.  
NIP. 11107033404

Supervisor II,



Asih Wahyuni, M.Pd.  
NIK. 10212008571

Dean of FKIP  
Pakuan University,



Drs. Deddy Sofvan, M.Pd.  
NIP. 195601081986011001

Head of English Language  
Education Study Program,



Mursidah Rahmah, M.Pd.  
NIK. 10903032435

## ABSTRACT

Reading is one of the basic skills of learning. Through reading, students get a lot of information. To find out information, students do not only use literal understanding, but also have to infer the meaning. However, students face difficulties in finding the meaning of the text. To solve the problem, a teacher needs an appropriate method. Assisted Repeated Reading is a method considered effective to improve the students in learning English, especially in reading skill. By doing Assisted Repeated Reading, students can comprehend the whole content of the text. Assisted Repeated Reading can be applied by using some media; one of them is picture books. The paper entitled "Assisted Repeated Reading through Picture Books towards Students' Ability to Infer Meaning from a Narrative text" is purposed to investigate the effect of Assisted Repeated Reading through picture books towards students' ability to infer meaning from a narrative text. The method of this research is pre-experimental method. One group pre-test and post-test is used as the design. The research is conducted to the first semester students in English Language Education Study Program at Pakuan University consisting of 21 students taken as the sample by using simple random sampling. The data are taken from pre-test and post-test and t-test formula is used to analyze it. The t-test value is 7.24 with the degree of freedom (*df*) is 20. Meanwhile the t-table value significant level of 0.05 is 2.09. In this case, the t-test value is higher than t-table ( $7.24 > 2.09$ ). Thus, the alternative hypothesis (*H<sub>a</sub>*) is accepted while the null hypothesis (*H<sub>o</sub>*) is rejected. Hence, Assisted Repeated Reading through Picture Books affects Students' Ability to Infer Meaning from a Narrative text.

Keywords: Repeated Reading, Infer Meaning, Media, Narrative Text.