STUDENTS' PERCEPTION ON THE USE OF STORYBOOKS FOR READING COMPREHENSION

A PAPER

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

BY

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FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES

PAKUAN UNIVERSITY

2023

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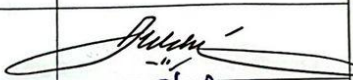Jalan Pakuan PO BOX 452, Telepon (0251) 8375608 Bogor

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DECLARATION

I hereby declare that the paper entitled "Students' Perceptions on The Use of Storybooks For Reading Comprehension" is completely my work. I am fully conscious that I have quoted some statements and ideas from many resources, and all quotations are properly acknowledged in the text. Should there be any claim on the originality of the paper, I would be prepared to take any legal responsibility.

Bogor, June 2023

Reza Fahlevi

PREFACE

Bismillahirrahmanirrahim, Allhamdullilahirobbil'alamiin, all praises are dedicated to Allah SWT who has given mercies and blessings to the researcher, so that the paper entitled "STUDENTS' PERCEPTIONS ON THE USE OF STORYBOOKS FOR READING COMPREHENSION" can be completed.

This paper is submitted to English Language Education Study Program, Faculty of Teacher Training and Educational Science, Pakuan University as a partial fulfillment of the requirements for the Sarjana Pendidikan examination.

Hopefully, it will be beneficial for teachers and all of the readers. Furthermore, the researcher realizes that this paper is far from being perfect, hence, criticism and suggestions for the completion of this paper are highly appreciated. In addition, it is hoped that this paper will be useful for other researchers and those who read it.

Bogor, June 2023

Reza Fahlevi

ACKNOWLEDGEMENT

Alhamdulillahirabil'alamin. All praises are dedicated to Allah SWT has given the researcher blessing, mercy, and guidance for him to accomplish the research paper. He also expresses his greatest gratitude and appreciation to the prophet Muhammad SAW for being a role model and an example, and also all of the people who gave support, guidance, and suggestions to him during the progress of completing this paper.

First, the researcher would like to express his deepest gratitude to Dr. Deddy Sofyan, M.Pd as his supervisor and to Poppy Sofia Hidayati, M.Pd as his co-supervisor. He thanks them for their guidance, time, support, help, motivation, and suggestion all the time in the process of writing and conducting the research. Therefore, he could solve any kind of difficulties found, and this paper can be completed.

The researcher would like to thank Dr. Eka Suhardi, M.Si as the Dean of the Faculty of Teachers Training and Educational Sciences. The appreciation is also given to the Head of the English Language Education Study Program Lungguh Halira Vonti. M.Pd, and the lecturers of the English Language Education Study Program, who have provided him with useful time, suggestions, and knowledge.

Furthermore, the researcher thanks Saepullah, S.Kom. as the Headmaster of SMK Globin, Dramaga, Bogor, and Femmy Maldina, S.Pd as the English Teacher, who helped him to communicate with the students. He also expresses his thanks to all students of XII BDP class for their participation in the process of collecting the data.

Through the highest appreciation, the researcher would like to thank his beloved parents, Utami Dewi S. Hut and Saryono, who always have provided him with financial support from the beginning of the semester to the end of the semester, and also to his grandfather and grandmother, Hermansyah and the late Winarni, who took care of him.

ABSTRACT

Reading is one of the most important skills in English because reading is the main bridge for students to gain more knowledge. From reading, students can find out information about what is happening in the world, making them smarter and more up to date. Unfortunately, reading is an activity that students do not like because students have problems understanding the content of the text. Therefore, interesting learning media such as story books are needed to increase students' motivation and interest in reading and a teacher must also implement interesting learning media for students. This research aims to determine students' perceptions regarding the effectiveness of storybooks as a medium for improving reading comprehension in the context of English learning. Using qualitative research methods, this research focuses on understanding the experiences of students at Globin Vocational School who use storybooks in their reading activities. The research population consisted of 50 class XII BDP students, and the sample was selected using purposive sampling. Data collection was carried out through administering questionnaires and in-depth interviews related to reading activities using storybooks. Data analysis involves a qualitative approach, including data reduction, data presentation, and concluding. The overall consensus from these studies suggests that students hold positive perceptions towards the use of storybooks in reading instruction such as Improved Comprehension Skills, provide a stimulating context for practicing reading comprehension strategies, and making inferences. They stated that storybooks not only helped better understand texts but also had a positive impact on their overall interest in reading. These findings indicate that storybooks have a beneficial influence on students' motivation and involvement in the English learning process. The implications of these findings can be a guide to the development of literacy-oriented teaching strategies in the field of English education, with the hope of increasing students' interest in reading and improving their learning outcomes. In conclusion, this study confirms that storybooks are a valuable tool for teaching reading, even when students have varying levels of English proficiency. Students' limited English language skills do not reduce the positive impact of storybooks on their interest in reading.

Keywords: Storybook, Reading comprehension, Perception,

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CHAPTER I

INTRODUCTION

A. Background Of The Study

Reading is one of the most important skills in English because reading is the main bridge for students to gain more knowledge. From reading, students can find information about what is happening in the world, making them smarter and up to date. Asmawati (2015) states reading holds an important role in life because reading is one of the activities that can not be separated from our life to gain information and knowledge from textbooks, magazines, newspapers, or articles written in English, therefore students should have a good reading skill to help them in academic studies.

Mulyawati (2019) claims reading is not an activity that students like because reading is boring and there are many vocabularies that students did not recognize. Therefore, teaching reading is challenging because the teacher has to use the right technique, method, or media to gain students' attention and teachers should be able to make students understand the meaning of written texts. A teacher must choose the right method so that students more easily understand the material and not make students feel bored in the learning process. Using interesting learning media such as storybooks as one of the learning media can make the learning process more enjoyable because it combines pictures and sentences, Lestari (2020). A storybook is a book that contains educational themes and the

plot is straight, not complicated, and easy to understand. It can tell about human life and tell something that the writer wants to the reader by using a different way. By using interesting media, it is hoped that it can motivate students to read and pay attention to the material and create fun learning.

B. Reason For Choosing The Topic

Reading is a process of understanding the context of printed material and understanding its context, therefore reading is something important to do because reading is the main bridge for students to explore knowledge, by reading, students will be able to find out what they are supposed to know and make them smarter. Unfortunately, reading is an activity that students did not like to do because Students have problems comprehending the content of the text. After all, there are many vocabularies they do not recognize and it affects their reading interest and makes them not want to read anymore, Mariana (2019). Therefore the teacher should use interesting learning reading media to increase their reading interest.

Effective learning media for reading such as storybooks are needed to increase students' reading interest, Lestari (2020) claims a storybook has an interesting advantage, which is the pictures that describe a situation and are balanced with language that is simple and easy to understand. It provide Storybook is an interesting media for teaching reading and that can be a suitable thing to increase an active learning atmosphere and hopefully could increase their reading interest because storybooks have an interesting visual that can be expected to help students reading interest.

Therefore, the researcher chose storybook as research material because storybook has simple language and good visualization that can make students understand its content. In addition, the researcher tries to investigate students' perception of the use of storybooks for reading comprehension.

C. Aim Of The Research

This research aims to find out the students' perception of the use of storybooks for reading comprehension.

D. Research Question

Based on the aim of this research, the research question is what are the students' perceptions of the use of storybooks for reading comprehension?

E. Research Focus

Based on the research question, this research focuses on students' perceptions regarding the use of storybooks in learning reading comprehension and reading instruction such as Improved Comprehension Skills, providing a stimulating context for practicing reading comprehension strategies, and making inferences

F. Operational Definition

1. Reading comprehension is an active process consisting of recognition and understanding skills (Tang, 2019)

2. Storybook has function to convey messages through pictures that are accompanied by narration, the narration serves to complete the picture and serves to clarify the storyline, a storybook usually contains

educational themes and the plot is straight and not complicated (Lestari, 2020).

3. Perception is a process of receiving, selecting, internalizing, testing, and giving an impression or reaction to an object, event, or problem (Qiong, 2017). And this research is focuses on visual perception.

G. Research Significance

It is expected that this study can contribute to teachers, and other researchers. It is described as follows:

1. For teachers

   This research can help the teacher to teach reading skills by using a new media that is more interesting.

2. For other researchers

   This research is expected to give information in leading other researchers to further study this certain issue.

CHAPTER II

THEORETICAL FOUNDATION

A. Reading Comprehension

1. Definition of reading comprehension

Reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader knows this skill of individuals to understand text is influenced by their skills and their ability to process information. Based on what was stated by Tang (2019), reading comprehension is an active process consisting of recognition and understanding skills. This statement tells us that reading comprehension is very important in learning English because reading comprehension is an important tool for academic success, Therefore a teacher must emphasize learning to read which requires a student to be able to understand a text to help them achieve success in academic activities.

In learning reading, students usually read the text that is given to find the answers that are given by the teacher, even though learning reading should aim to understand the purpose and function of the text as stated by Mariana (2019) cite Stolle, reading comprehension is the ability to draw meaning from the printed page and interpret the information appropriately. Therefore the teacher should emphasize students to know the meaning of the text so that they can understand the purpose and what is meant by the text and not just look for answers to the questions given in the text.

According to Almutairi (2018), comprehension is a complex process that requires an active interaction between the student's background knowledge of the context, the purpose of the reading material, and the level of vocabulary and language used by the researchers to gain meaning from a text". Therefore, reading comprehension is one of the most important components of reading to be mastered requiring students to move beyond understanding individual vocabulary and personnel to construct a solid understanding of all passages. Almutairi (2018) states students need reading comprehension skills to be successful in both academic and personal life. In students' academic lives, reading comprehension is the basis for understanding all the academic content. The importance of reading comprehension increases significantly in all academic subjects as students go ahead through grades. In particular, students need reading comprehension skills to accomplish the educational expectations at school and in the classroom.

From the statement above it can be concluded that reading comprehension is very important for students in learning English because reading comprehension is an important tool for academic success, they must understand the purpose and what is meant by the text and not only look for answers to questions given in questions in the text form, so in the future, they can apply the information contained in the text that they have read.

2. Type of reading

   a. Intensive reading

   According to Adawiyah (2019) cited Harmer, Intensive reading involves approaching the text under the teacher's guidance or task that forces students to focus on the text and its purpose is to arrive at an understanding not only of what the text means but also of how the meaning is produced. This type of reading is deeper than detailed reading because you learn not only how words are generated, but also about meaning, structure, word formation, grammar, or anything unfamiliar. Vocabulary found them in the text, etc.

   b. Extensive reading

   Adawiyah (2019) also cited Harmer, extensive reading is reading for pleasure. In the reading activity, a reader does not need to understand every word because the aim merely needs to get an overall understanding of the text. Based on the statement before it can be said extensive reading is not an activity that makes the reader must understand word by word but just its content.

From the statement above, it can be concluded that there are two types of reading which is intensive reading is reading for gaining a deep understanding of a text, and extensive reading is reading for entertaining the readers.

B. Storybook

1. Definition of storybook

Lestari (2020), defines storybooks are books that function to convey messages through pictures that are accompanied by narration, the narration serves to complete the picture and serves to clarify the storyline, a storybook usually contains educational themes and the plot is straight and not complicated. Yustiepratiwi (2021), defines a storybook has characteristic features which have symbols and pictures that are close together or next to each other in sequence to convey information or gain an aesthetic response from the reader. The pictures in storybooks have the function to entertain the readers, the storybook is not just reading material but a form of visual communication media that has the power to convey information in a popular and easy-to-understand way, as stated by Nurgiyantoro (2018) storybooks display stories images and text where both are related and establish a relationship with one another, Images and text cannot stand alone, both are interrelated and have the function to convey an impressive story". The two are interrelated and complementary. In other words, the meaning of reading this book will be more complete if it is seen from the pictures and read the narrative through the text.

Fitriana (2019), claims storybook messages consist of illustrations and text. Storybook displays qualities character traits and human needs, so students can associate it with their daily life. Storybooks that contain

illustrations with good depictions will have a good impact on student development. Storybooks can bring out the imagination and prepare stimulus for creative thinking. Picture storybooks can provide language knowledge and develop oral communication, improve cognitive abilities, and develop a love of art in students. This was also stated by Setiawan (2019) "A storybook is a story unit accompanied by pictures that serve as decoration and support for stories that can help the process of understanding the contents of the book. Picture storybooks will encourage students' interest in reading and high curiosity about the subject matter to be conveyed. Storybooks are expected to influence students' reading comprehension skills." So in principle, a storybook is a book that displays text and related pictures.

From the statement above, it can be concluded that a storybook is a book that displays text with related pictures for the purpose of entertainment and has a series of stories that describe the message the author wants to convey. Therefore, storybooks are suitable for anyone to read because storybooks also provide easy understanding for their readers, because storybooks provide more visual content that is more interesting and helps readers increase their reading interest.

2. Characteristic of storybook

The characteristic feature of story books is that they have harmony between the pictures and the narration listed which serves to clarify the storyline. Yustiepratiwi (2019) claims, storybooks have narrative

characteristics and appropriate pictures as illustrations to strengthen the description of the contents of the book. The characteristics of a picture book appear in the clear appearance between the narration and the pictures that accompany it.

So in conclusion a storybook is a book in which there is a narrative or story as well as illustrated images that serve as a complement to the story.

3. Type of storybook

There are several types of storybooks in this world and each of them has its own characteristics, according to Eko (2021), storybooks are divided into five types. The first is short stories are classified as works of fiction because the contents of short stories are the result of the writer's imagination, short stories are prose stories made up of the writer, not real, and not based on facts. The second one is novels, novels are long prose essays, and this essay contains a series of stories about a person's life and his interactions with the people around him, novel has intrinsic and extrinsic elements. Intrinsic elements include themes, storylines, settings, characters, characterizations, style of language, and mandate. Extrinsic elements are the elements that make up the novel that come from outside. The third one is comics, Comics are defined as media used to express ideas through pictures, by combining text and images comics become a type of fiction book that is often used as entertainment reading, comics have elements that include characterization, plot, themes, and morals, to pictures and language. Fourth is fairytales, fairytales are a type of fiction

book that is liked by children, usually, fairy tales are a form of folklore book that tells stories of heroism or something like that. The last one is Picture story books or fables, this type of storybook has characteristics similar to comics, namely stories that are clarified with pictures that are in accordance with the narrative, aim to entertain, and also contain a message or meaning inserted by the researcher.

so it can be concluded that there are several types of story books that have different characteristics but have one thing in common, which is to entertain the reader.

C. Perception

1. The definition of perception

Etymologically, perception comes from the Latin word percipere, which means taking and inferring the experience of a particular object or relations obtained by inferring information and interpreting messages. Perception is giving meaning to sensory stimuli. The definition of perception is a way of understanding or thinking about something, Qiong (2017) defines perception as a person's conscious response to something that becomes aware of the information for themselves and others. Qiong (2017) also explained perception as the natural ability to understand or notice things quickly, he also stated the term perception is usually used to express the experience of an object or an event that is experienced. This perception is defined as a process that combines and organizes human sensory to the data of environment that can be developed in such a way that can be aware,

including being aware of circumstances, Perception takes place when a person receives a stimulus from the outside world which is captured by the auxiliary organs which then enters the brain. In it, there is a thought process that ultimately manifests itself in an understanding.

According to Karadoğan & Doruk et al. (2021), "perception is the way a person notice or recognize something by using senses of sight, smell, hearing, and touch, then it is processed in the human brain to become an awareness of environmental elements through physical sensations that show mental processes, such as seeing, hearing, or smelling, which results from direct external stimulation of the sense organs and is transformed into an understanding".

From the some of the definitions of perception above, it can be concluded that perception is an act of judgment in a person's mind after receiving a stimulus from what is perceived by the five senses. The stimulus then develops into a process to achieve understanding of the information obtained through sensory information and how to receive information which is done with sensory awareness, for example in visual perception when someone sees an object then it is processed in the brain and then in the brain it appears a perception of an object.

2. Process of perception

According to Qiong (2017), there are three stages in the process of perception. The first step is selection, which is a process of transforming environmental stimuli into meaningful experiences, In the second stage of

the perception is process of organization, Qiong (2017) stated after selecting information from the outside world, a person need to organize it by finding certain meaningful patterns. This organizing stage is done by placing objects or people into categories, at this stage of perception, social and physical events or objects that human encounter will immediately have a shape, color, texture, size, etc. based on the journal, the third stage in perception is interpretation, which refers to the process of attaching meaning to the selected stimulus, the selected stimuli have been categorized into structured and stable patterns understand these patterns by assigning the meaning to them.

The conclusion that the researcher gets from the statement above is perception can be formed if there are various kinds of stimuli from outside. Then these stimuli are categorized into categories, so that it become more focused on interpreting each existing category and then processing it into a perception that can become information for the public.

3. Type of perception

Agape (2016) divided perception into several types which are :

a. Perception of sound: hearing or audition is the ability to perceive sound by detecting vibrations through the ears.

b. Perception of speech: speech perception is the process by which the sounds of language are heard, interpreted, and understood. Research in speech perception seeks to understand how humans listen and

recognize speech sounds and use this information to understand spoken language.

c. Perception of touch: the process of recognizing objects through touch. It involves a combination of somatosensory perception of patterns on the skin surface (e.g., edges, curvature, and texture) and proprioception of hand position and conformation.

d. Visual perception: Visual perception refers to the brain's ability to make sense of what the eyes see. This is not the same as visual acuity which refers to how clearly a person sees.

D. Related Research

The researcher found related research to support the similar variables to be sources for conducting the current research. The first was written by Yustiepratiwi (2021) this research was made with the same background as the researcher because it contained the use of storybooks for reading, the title "Development of the use of storybooks for students' reading interest" This study used a quantitative method which focused on the implementation of picture story books for students with the aim of increasing students' interest in reading by using storybooks. The results of this study were that the first results in this study obtained a score of 29 with a percentage of 58%, while the results of the second validation obtained a score of 45 with a percentage of 90%, and the results of the third validation obtained a score of 47 with a percentage of 94%. the resulting storybook validation obtained an average score of 40 with a percentage of 81% and product validation was

seen based on three aspects including content aspects, language aspects, and product design aspects, and students who gave responses were 17 students. Based on the validation of the picture storybooks, the feasibility of the picture storybook media was declared feasible through a picture storybook feasibility assessment carried out by three validators who stated that it was quite good in terms of the effectiveness of its use.

The second one is "Students' Perceptions on Reading Digital Storybook *Let's Read:* Efl Junior High School Context" by Tahta and Pusparini (2020), This research uses a digital storybook entitled "Let's Read", this research was made with the same background as the researcher because in this research, the researchers try to investigate the students' perception on reading digital storybook entitled "Let's Read", this research uses interpretive-descriptive qualitative research to reach the goal of this research. This research was conducted at a Junior High School in Surabaya, East Java, Indonesia. The participants are 9th-grade junior high school students aged 15-16 years old. The researcher chooses the level of Junior High School because "Let's Read" Volume 3 Number 3 Tahun 2022| 119 provides a colorful appearance and illustration that is appropriate for students in junior high school groups because students at the level of Junior High School still have a habit of reading a book that consists of many pictures. In this research, the researcher took one class with 25 students consisting of 13 girls and 12 boys who frequently used the digital storybook "Let's Read" as a learning media in the classroom. The instruments in this

study are questionnaires and interview guidelines. The researcher conducts an open-ended questionnaire and semi-structured interview to answer the research question, the result of this study is described based on Students' senses and feelings, their experiences, challenges, and motivations when they read the English digital storybook "Let's Read", Students claim that they will read "Let's Read" several times based on the result. Most of the students said they would read 2-5 stories or 2-4 books 2-3 times every week. Some students said they would read several times and regularly every week, while others said that they would read when they had free time in a week. The results above support the interviews that "Let's Read" can be beneficial for students to boost their motivation in reading English digital storybooks. It showed that Reading through "Let's Read" is necessary to improve and expedite students' reading skills.

Meanwhile, the writer wants to do research about students' perceptions of the use of storybooks for reading comprehension. This study uses a qualitative approach. This study has a similar title to the writer which is to find out the students' perception on the use of storybooks but has a different background in each.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Based on the title of this research entitled "student perception on the use of Storybook for reading comprehension". The Researcher trying to investigate what is the students' perception on the use of storybook as teaching and learning media. This research uses the qualitative approach and descriptive method. Lausen (2017) states that qualitative research frequently focuses on particular people, things, and circumstances, which makes an interpretive research design of analysis attractive. This statements was reinforced by Mohajan (2018), qualitative research is a form of social action that stresses how people interpret and make sense of their experience to understand the social reality of individuals. It indicates that qualitative research is a method that produces significant findings based on observational data, providing concepts and thought to apprise this study. The researcher is focus on students' perception of the use of storybooks on reading comprehension. To clarify the process of this research, the research design concept is as follows.

Students' Perception on The Use of Storybook for Reading Comprehension

⬇

Constructing Research question What are the student's perceptions of using storybooks for reading Comprehension

⬇

Determining research focus This research is focusing on student's perception on the use of storybook for reading comprehension

⬇

Determining Research Site and Participant Site: SMK Globin Participants: 11th grade students on SMK Globin

⬇

Conducting The Research

⬇

Questionnaire The research er distributed the questionnaire to the 31 students	**Interview the Students** The researcher selected and interviewed 10 students about their perception on the use of storybooks for reading comprehension

⬇

Validating and describing the data from questionare document

⬇

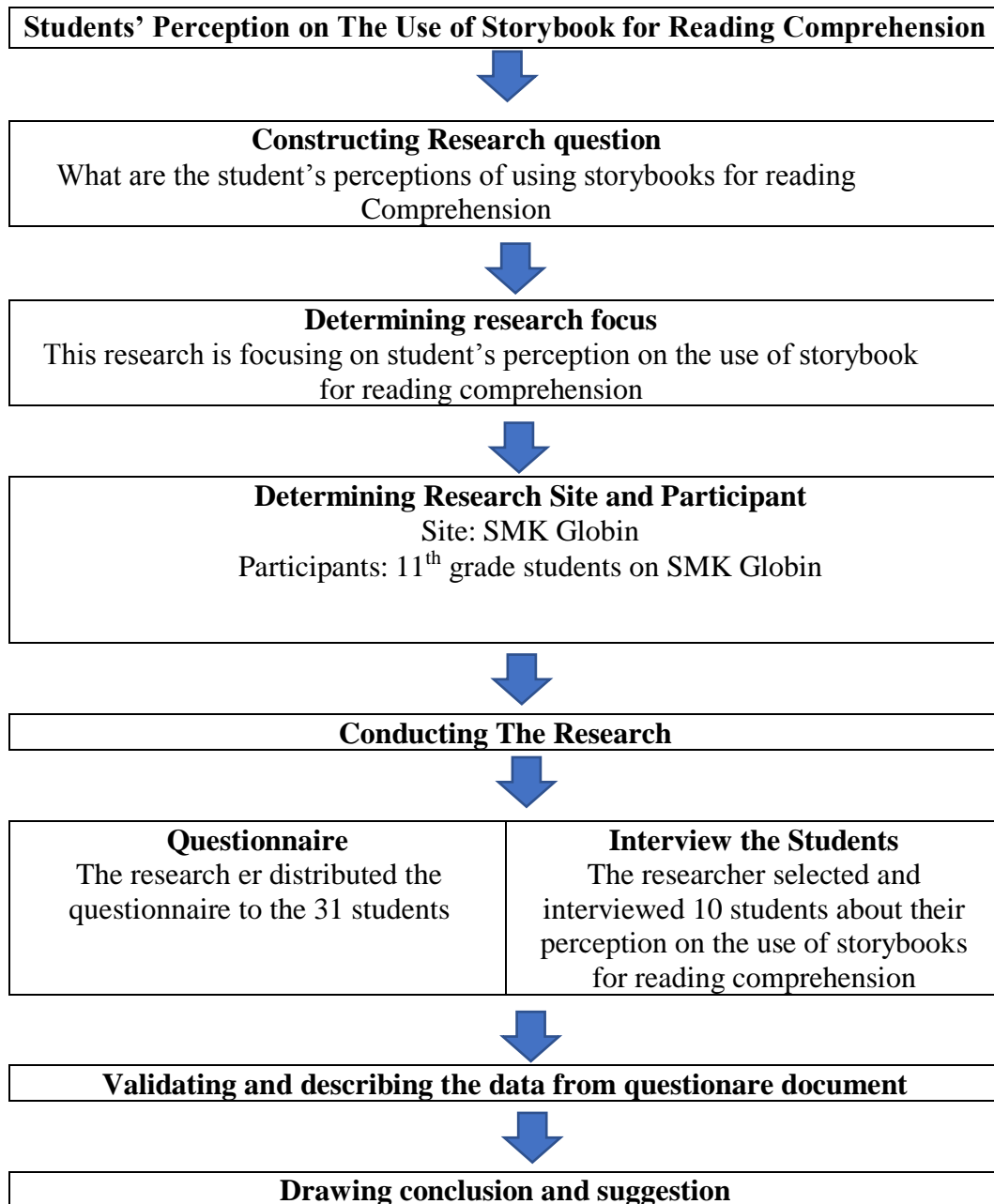| **Drawing conclusion and suggestion** |
|---|

Figure 3.1

Research design

B. Research Site and Participant

This research is conducted at SMK Globin Dramaga, located at Cibeureum Tengah, Pemuda Dramaga Street, Bogor. This school has used an integrated and open system with various learning methods adapted to the needs of students who prioritize religion-based knowledge. This research is conducted to the students of 11th grade at the first semester in the academic year 2023/2024. The researcher is using purposive sampling technique in selecting the participant. This technique is used to choose students who have learned narrative by using storybooks. Therefore the researcher is select 30 students based on English materials they already learn regarding narrative text using storybook.

C. Research Instrument

Research instrument is a medium or technique that the researcher use to gather data. It makes the research more effective, and the results are better, more educative, and comprehensive. To consider data collection, the researcher first defined the method and instruments. De Trigueros (2017) stated that a research instrument is a tool used for collecting, measuring, and analyzing data based on a phenomenon. The instrument are meant to facilitate, what was used by the researcher to gather data, so his effort would be structured, and the result would be better, more accurate, complex, and systematic, so it would be easier to process. The researcher used non-test instrument, which are, questionnaires, and interviews.

1. Questionnaire

The first step is a questionnaire. The purpose of the questionnaire is to get data about students' perceptions of using storybooks for reading comprehension. Sugiyono (2008) explained that the questionnaire is a technique of collecting data that is done by giving some questions or statements to respondents. questionnaires can be used as an instrument to conduct qualitative case study research and used to support and get the validity of interviews to relate to the student's perception of learning reading comprehension by using storybooks. Using question indicators based on the theory of Karadogan Doruk et al (2021) "perception is the way a person notice or recognize something by using senses of sight, smell, hearing, and touch, then it is processed in the human brain to become an awareness of environmental elements through physical sensations that show mental processes, such as seeing, hearing, or smelling, which results from direct external stimulation of the sense organs and is transformed into an understanding". Then the writer create questionaire based on this theory which focused on the sense of sight to obtain students' perceptions about learning to read using storybook. The writer uses a closed-ended question, Lidiana (2011) state that close-ended question is a question that requires a more specific answer that is the way, the writer uses the Guttmann scale that requires "yes" or "no" question. The instruction of the questionnaire is to put a tick (V) to the degree of agreement based on the students' opinions, and the question is focuses on visual perception by Karadogan Doruk et al

(2021) that was mentioned on the previous chapter. The form of questionnaires is presented below:

Table 3.1
Questionnaire form

Indicator	no	Statement	YES	NO
Sense	1	*Buku cerita bergambar adalah media yang menarik bagi saya*		
	2	*Dengan buku cerita bergambar saya lebih tertarik untuk membaca text dalam belajar Bahasa Inggrs*		
	3	*Dengan menggunakan buku cerita bergambar dapat meningkatkan minat saya dalam membaca buku Bahasa Inggris*		
	4	*Saya lebih tertarik belajar membaca Bahasa Inggris dengan menggunakan buku cerita di bandingkan dengan media lainnya*		
Awareness	5	*Buku cerita bergambar membuat saya lebih senang membaca buku dalam Bahasa Inggris.*		
	6	*Buku cerita adalah media yang menarik dalam pembelajaran membaca*		
	7	*Saya merasa menggunakan buku cerita dapat menambah kemampuan berbahasa Inggris saya.*		
Understanding	8	*Menggunakan buku cerita bergambar dapat membantu saya lebih mudah memahami kosa kata dalam Bahasa Inggris.*		
	9	*Dengan menggunakan buku cerita membuat saya dapat menganalisis alur cerita dalam Bahasa Inggris*		
	10	*Buku cerita membantu saya memahami isi struktur kalimat dalam Bahasa Inggris*		
	11	*Buku cerita bergambar membantu saya memahami penggunaan kata dalam Bahasa Inggris*		

	12	Dengan menggunakan buku cerita bergambar saya lebih mudah memahami kontent dari buku dalam Bahasa Inggris		

2. Interview

The second step is interview and it will be conducted with students using several question forms to obtain information about the perception of the use of storybooks for reading comprehension The researcher uses open-ended questions according to Benediktsson et al(1992), open-ended questions allow the respondent to express an opinion without being influenced by the researcher This interview is used to validate the data collected from the questionnaire that has been answered by the students. The recorder will be turned on to record the information obtained from the student. The questions of the interview conducted is as follows:

Table 3.2
Interview

Indicators	No	Question	Explanation
Understanding	1	Apakah penggunaan buku cerita bergambar membuat anda lebih memahami kosa kata bahasa Inggris dengan baik dan benar ? Jelaskan	
	2	Bagaimana buku cerita bergambar membantu anda memahami kalimat bahasa Inggris ? jelaskan	
	3	Apakah buku cerita bergambar membuat anda lebih mudah memahami isi buku dalam bahasa inggris ? jelaskan	
	4	Apakah buku cerita bergambar mempermudah pemahaman membaca anda dalam membaca kalimat Bahasa	

		Inggris ?	
	5	*Apakah buku cerita lebih meningkatkan pemahaman membaca anda dalam membaca kalimat bahasa Inggris?*	
Awareness	6	*Apakah buku cerita meningkatkan kemampuan membaca bahasa Inggris anda?*	
	7	*Bagaimana anda meningkatkan kemampuan membaca Bahasa Inggris anda dengan menggunkan buku cerita?*	
	8	*Apakah dengan buku cerita anda lebih tertarik dalam memahami kalimat dalam Bahasa Inggris*	
Sense	9	*Apa yang anda rasakan dalam meningkatkan kemampuan Bahasa Inggris dengan menggunakan buku cerita?*	
	10	*Apakah demgan buku cerita anda menjadi lebih berminat untuk membaca lebih banyak buku berbahasa Inggris?*	

3. Describing the data

In the final step, the researcher will validate the data instrument between questionnaire and interview that have been done before by comparing with the results of daily test scores regarding their practice by using a storybook for reading comprehension, the results of the data will be analyzed between both of them and then will be used as supporting data by the writer in this research to get research results regarding students' perception on the use of storybook for reading comprehension.
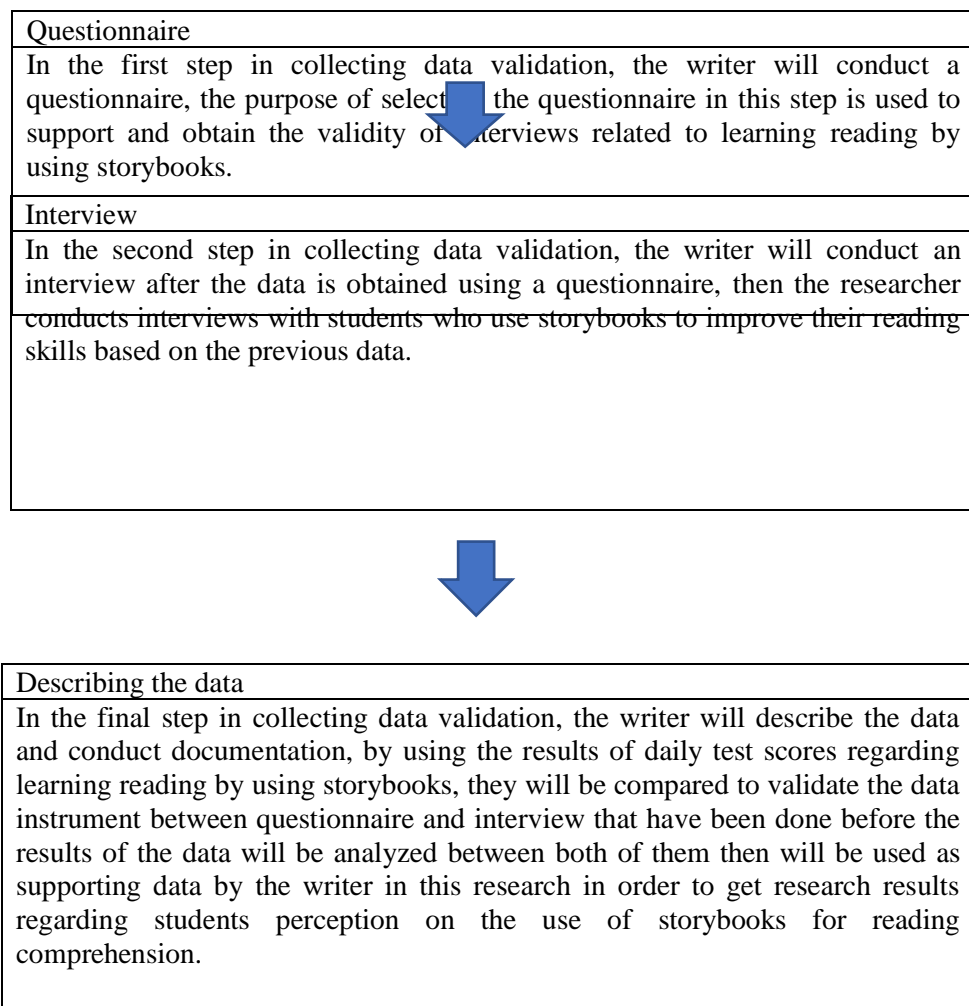
Questionnaire
In the first step in collecting data validation, the writer will conduct a questionnaire, the purpose of select   the questionnaire in this step is used to support and obtain the validity of interviews related to learning reading by using storybooks.

Interview
In the second step in collecting data validation, the writer will conduct an interview after the data is obtained using a questionnaire, then the researcher conducts interviews with students who use storybooks to improve their reading skills based on the previous data.

Describing the data
In the final step in collecting data validation, the writer will describe the data and conduct documentation, by using the results of daily test scores regarding learning reading by using storybooks, they will be compared to validate the data instrument between questionnaire and interview that have been done before the results of the data will be analyzed between both of them then will be used as supporting data by the writer in this research in order to get research results regarding students perception on the use of storybooks for reading comprehension.

Figure 3.2
Research instrument process

D. Research Procedure

Several procedures will be carried out by the researcher to obtain data in this study, first, the researcher asks for a letter of support from the campus to conduct research at the globin vocational high school. After the

researcher get the permission from the teacher he will conduct the research in GLOBIN Vocational High School and to collect the data validation, he will distribute the questionnaire to 50 students in 12th grade at first semester year academic 2023-2024 that already learn narrative text by using storybook and conduct an interview to 10 students in term of the result from questionnaire after interviewed the students the researcher will intervied the teacher, then he will documented the result of the questionnaire and interview to be analyzed and conclude the result in form of paragraph.

E. Data Analysis

1. Questionnaire

   The data collected from the questionnaire is analyzed and described based on indicators. In analyzing the questionnaire, the reliability of the questionnaire is counted as follows:

   a. Counting every answer from the questionnaire to determine the frequency.

   b. Describing the data from the questionnaire.

   c. Count the percentage by using $\sum$ x/n. x 100%.

      i. Note: $\sum$ x = total of the respondents who have a similar degree.

      $\sum$ n = total of the participants.

2. Interview

   The information gathered from the interview was broken down by

transcribing and coding. Also, the writer will re-checking to make sure information from interviews with the students.

3.   Describing the data

The researcher describes and analyzes the data obtained through the document from the interview before and compare the data with the results from student statements obtained through questionnaires and interviews and then match with the student assignment scores obtained from the teacher regarding the assignment of learning reading by using storybook then it can be seen in the conclusions in students' perceptions on the use of storybook for reading comprehension.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This chapter explains the data description and analysis of this research. The researcher uses a questionnaire and interviews with students to obtain the data. In this research 50 students of 12th grade at vocational school Globin, Dramaga are the respondent to fill out the questionnaire and the interview. This research was done from 30 September to 3 October 2023, to get all of the data. All the data were analyzed and interpreted to obtain the final result of the research. The research data was taken to answer the research question, "What is the students' perception on the use of storybook for reading comprehension?"

1. Data from questionnaire

The questionnaire is the first instrument for collecting data, the questionnaire consists of 12 close-ended statements related to three indicators; sense, awareness, and understanding. The researcher uses "yes" or "no" scale to measure the answer from each statement from the questionnaire. The description can be seen as follows;

a. Sense

Table 4.1

The result from questionnaire

Indicator	NO	Statements	∑	Yes	NO
Sense	1	*Buku cerita bergambar adalah media yang menarik bagi saya*	50	38	12
	2	*Dengan buku cerita bergambar saya lebih tertarik untuk membaca text dalam belajar Bahasa Inggrs*	50	25	25
	3	*Dengan menggunakan buku cerita bergambar dapat meningkatkan minat saya dalam membaca buku Bahasa Inggris*	50	25	25
	4	*Saya lebih tertarik belajar membaca Bahasa Inggris dengan menggunakan buku cerita di bandingkan dengan media lainnya*	50	15	35

In the first indicator, there are four statements. The first statement shows a positive response with (76%) "yes" from 38 students and (24%) "no" from 12 students. It shows that Storybooks are interesting learning media for most of

the students in the class. The second statement showed a response with (50%)"yes" from 25 students and (50%) "no" from 25 students it shows that half students in the classroom are more interested in reading with storybook and the other half of students are not interested in reading storybook but out of 25 students who said no, 14 students are saying yes in the first statement it means storybook is interesting for them but they are not interested in reading more books in English. The third statement showed a response with (50%) "yes" from 25 students and (50%)"no" from 25 students. Reading with storybook does not increase the interest of half students in the classroom but 15 out of 25 who said "no" in the third statements said "yes" in the first statement and 4 of them said "yes" in the second statement, it shows they are just not interested in reading more English book. The fourth statement showed a negative response with (30%) "yes" from 15 students and (70%) "no" from 35 students which means there are only 15 students who think that learning reading with storybook is more interesting than learning reading with other media.

b. Awareness

Table 4.2

The result from questionnaire

Indicator	no	Statement	Σ	YES	NO
Awareness	5	*Buku cerita bergambar membuat saya lebih senang membaca buku dalam Bahasa Inggris.*	50	28	22

| | 6 | *Buku cerita adalah media yang menarik dalam pembelajaran membaca* | 50 | 37 | 13 |
| | 7 | *Saya merasa menggunakan buku cerita dapat menambah kemampuan berbahasa Inggris saya.* | 50 | 27 | 23 |

In the second indicator, there are three statements. The first statement showed a response with (56%) "yes" from 28 students and (44%) "no" from 22 students It shows a positive response for the storybook it is provide that storybook makes students happier by reading using storybook. The second statement showed a positive response with (74%) "yes" from 37 students and (26%) "no" from 13 students which means that storybooks could be interesting media for learning reading. The third statement showed a positive response with (54%)" yes" from 27 students and (46%) "no" from 23 students which means storybooks could be a media for increasing reading skills in English for some students.

c. Understanding

Table 4.3

The result from questionnaire

Indicator		Statement	X	Yes	No
Understanding	8	*Menggunakan buku cerita bergambar dapat membantu saya*	50	29	21

	9	*Dengan menggunakan buku cerita membuat saya dapat menganalisis alur cerita dalam Bahasa Inggris*	50	23	27
	10	*Buku cerita membantu saya memahami isi struktur kalimat dalam Bahasa Inggris*	50	25	25
	11	*Buku cerita bergambar membantu saya memahami penggunaan kata dalam Bahasa Inggris*	50	28	22
	12	*Dengan menggunakan buku cerita bergambar saya lebih mudah memahami kontent dari buku dalam Bahasa Inggris*	50	26	24

In the third indicator, there are five statements. The first statement showed a positive response with (58%) "yes" from 29 students and (42%) "no" from 21 students it shows that the pictures in the storybook is make students easily understand vocabulary in English. The second statement showed a negative response with (46%) "yes" from 23 students and (54%) "no" from 27 students which means that the pictures in storybooks do not help students much in analyzing storylines in English. The third statement showed responses with (50%)

"yes" from 25 students and (50%) "no" from 25 students. This proves that storybooks do not help students enough to understand sentence structures in English, they only helps some students understand sentence structures in English. The fourth statement showed a response with (56%) "yes" from 28 students and (44%) "no" from 22 students. This proves that picture storybooks help most students use English vocabulary correctly. The fifth statement shows the response with (52%) "yes" from 26 students and (48%) "no" from 24 students it proves that picture storybooks help more students understand the contents of the book in English.

The conclusion that the researcher get about the storybook based on the indicator in the questionnaire is, in the first indicator storybook is an interesting media for students and some of them are more interested in reading storybook and it increases some student's reading interest, but most of them did not interested to learning reading with storybook compared by other media. In the second indicator, most students in the class think that storybook is interesting media for learning reading, and they are happier to read by using storybook, and also storybook increase their reading skill. Based on the third indicator storybook helps some students to understand the structure text in English, by using storybook the students are easier to understand the vocabulary and the content in English, but storybook does not make most of the students in the class analyze the plot in English easily.

2. Data from student interview

After distributing the questionnaire, the researcher took other data from interview. Ten students are selected based on their experience using storybook in learning reading. The interview was conducted at Globin Vocational School after teaching-learning activity and then recorded by the researcher. It has a function to obtain more information from the students after the experience of learning reading by using a storybook. The interview consisted of ten open-ended questions related to the three indicators: sense, awareness, and understanding. The result can be seen as follows:

a) Sense

The first indicator is senses and the question focuses on their sight perception about using a storybook for learning reading. The question was whether storybooks make them more interesting to understand vocabulary in English. They answered that reading using a storybook make them more interesting to read because it presents images that help them understand the meaning in the content and it is not too monotonous. Therefore, most of them answered that storybook is interesting media for learning reading. As it was said by one student in excerpt #1

Excerp#1

menurut saya buku cerita adalah media yang menarik untuk di baca karena di dalam buku cerita ada gambar gambar yang berupa penjelas untuk membantu saya dalam memahami makna dari kalimat tersebut.

[I think storybooks are an interesting medium to read because in storybooks there are pictures

in the form of explanations to help me understand the meaning of the sentences]

The researcher asked the second question of what they feel about improving their reading English skills by using storybooks, one of them said it was fun because it was easier to recognize the meaning of the content and it was exciting and entertaining for them while they learning reading in English. As it was said by one student in excerpt#2.

Excerp#2

Yang saya rasakan ketika belajar membaca bahasa inggris menggunakan buku cerita yaitu saya merasa di permudah oleh gambar yang di sajikan dan gambarnya mempermudah saya dalam memahami isi dan maksud dari kalimat yang ada di buku tersebut.
[What I felt when learning to read English using a story book was that I felt it was made easier by the pictures presented and the pictures made it easier for me to understand the content and meaning of the sentences in the book.]

The third question asked whether with storybooks they want to read more books in English. The researcher found two answer one of them wanted to read more and it affected their reading interest and half other were not interested in reading more but storybook is still interesting media to use in learning reading media. As it was said by the students in Excerpt #3 and Excerpt #4

Excerpt #3

Saya merasa lebih tertarik me mbaca lebih banyak buku cerita karena buku ini lebih mudah

di pahami di banding kan buku lainnya dalam bahasa inggris karena buku lain nya tidak menyajikan gambar dan hanya berisi kalimat kalimat saja.

[I feel more interested in reading more story books because this book is easier to understand compared to other books in English because other books do not present pictures and only contain sentences.]

Excerpt#4

Saya merasa saya tidak terlalu terlalu tertarik dalam membaca lebih banyak buku dalam bahasa inggris karena saya memang tidak terlalu suka untuk membaca buku apalagi buku dalam bahasa inggris.

[I feel like I'm not too interested in reading more books in English because I don't like reading books, especially books in English.]

b) Awareness

Awareness is the second indicator of the question of whether how picture storybook improve their reading skills in English. They answered that using storybook as learning reading media make them easier to understand the meaning of the sentence and improve their understanding because the storybook has simple language and picture to clarify the sentence and it make them easier the meaning of the content. As said by one student in excerpt #5

Excerpt#5

Saya merasa kemampuan membaca saya lebih meningkat menggunakan saat membaca buku

> *cerita bergambar karena buku tersebut menyediakan gambar yang mempermudah saya untuk memahami isi buku tersebut.*
>
> [I feel that my reading ability improves when I read picture story books because the books provide pictures that make it easier for me to understand the contents of the book.]

The researcher asked the second question was whether storybook improve their reading English skill, most of them answered that storybook make them improve their reading skill and one of them said that storybook is media that easy to understand because it has simple language and make them more enjoy to read while learning reading by using storybook and it is increased their vocabulary understanding when they use this media. As said by one of the students in Excerpt#6

Excerpt #6

> *Saya merasa kemampuan membaca saya meningkat saat membaca menggunakan buku cerita bergambar karena bahasanya yang simple dan mudah untuk di pahami dan membuat saya nyaman dan mudah untuk membaca dan mengikuti alur cerita dari buku tersebut.*
>
> [I feel that my reading ability improves when I read using picture story books because the language is simple and easy to understand and makes me comfortable and easy to read and follow the storyline of the book.]

The third question asked whether they improve their reading skill in English by using a storybook. The researcher found that students have a variety answers to

answer this question however most of them answered they read more storybooks

to improve their reading skills. As said by one student in excerpt#7

Excerpt#7

saya merasa kemampuan membaca saya meningkat setelah saya banyak membaca buku

cerita, saya lebih banyak belajar kosa kata baru yang sebelumnya pernah say abaca namun

kurang memahami maknanya.

[I feel my reading ability has improved after I read a lot of story books, I learned more new

vocabulary that I had previously read but didn't understand the meaning.]

c) Understanding

The last indicator is understanding and there are four questions about their

understanding when using storybooks as learning reading media to improve their

reading skill and their reading interest. The first question was whether the using

of picture storybook makes them understand English better, one of the students

answered this question they are easier to understand the meaning of the content

because the picture showed the illustration of situations, so they could relate the

situation by their perception. As said by one student in Excerpt#8

Excerpt #8

saya merasa lebih mengerti bahasa inggris ketika saya membaca menggunakan buku ini

karena buku ini memudahkan saya untuk memahami isinya karena gambar yang memperjelas

alur ceritanya.

[I feel like I understand English better when I read using this book because this book makes it

easier for me to understand the contents because the pictures clarify the plot of the story.]

The second question was whether how storybooks help them to understand to comprehending sentence in English. They answered by using a storybook they are focused on the picture and read the entire sentence then they related that with their perception. As said by one student in Excerpt#9

Excerpt #9

Dengan menggunakan buku cerita bergambar saya memahami kalimat dengan cara memperhatikan gambar dan membaca keseluruhan kalimat lalu saya menghubungkannya dengan pendapat saya.

[By using picture story books, I understand sentences by paying attention to the pictures and reading the whole sentence and then connecting it with my opinion.]

The third question was whether the picture storybook make them easier to understand the content of the English book. Most of them answered they felt it was easier to understand this book because the pictures make the sentences clear but some students were not able to understand the content clearly because of their lack of vocabulary that they know. As said by the students in Excerpt#10 and Excerpt#11

Excerpt #10

Saya rasa iya karena gambar yang ada memperjelas kalimat dan isi cerita yang ada di buku.

[I think yes because the pictures clarify the sentences and content of the story in the book]

Excerpt#11

> *Saya masih belum memahami dengan jelas isi buku tersebut karena menurut saya kosakata bahasa Inggris saya masih terlalu sedikit untuk membaca buku berbahasa Inggris tanpa menggunakan terjemahan.*
>
> [I still don't understand the contents of the book clearly because I think my vocabulary in English is still too small to read English books without using translation.]

The fourth question was whether the storybook makes them easier to understand in reading English. They answered they feel more understand English because the picture makes them easier to understand the content of this book. As said by one student in excerpt#12

Excerpt #12

> *Saya merasa lebih mengerti bahasa inggris ketika saya membaca menggunakan buku cerita bergambar karena gambar yang ada memudahkan saya dalam memahami isi dan alur cerita dari buku tersebut.*
>
> [I feel like I understand English better when I read using picture story books because the pictures make it easier for me to understand the content and storyline of the book.]

The conclusion that researchers reached regarding storybooks based on interviews was that students found this media interesting and easy to read because storybooks had simple language and presented pictures that made it easier for them to understand the content contained in them, the pictures in the storybooks. can also help students to recognize the meaning of sentences clearly and how to

use these sentences, this can improve their reading skills because students feel happy reading story books, and makes most students in the class want to read more story books.

B. **Data Analysis**

This study discusses the perception of students in using storybooks as learning media. This study only involved one of the classes in the 12th grade at Globin Vocational High School at Dramaga because only the students in this class were ready to be the sample for this research. To get more accurate research results and data analysis, research was conducted based on two instruments: a questionnaire and an interview with the students. Two indicators provided the instruments:

1. Sense

The first indicator is about sense, According to Karadoğan & Doruk et al. (2021), perception is the way a person notice or recognize something by using the senses of sight, smell, hearing, and touch. Based on the statements in the table there were 2 responses about this indicator which are positive, and negative, the conclusions from the research based

on the questionnaire storybook is interesting media for them, and with this media half of the students in the class are interested to learn reading by this media and this media is increased their reading interest, but they are not want to use this media more than other media. The conclusion based on the student interview were in line with the use of storybook for reading comprehension by using their sight sense, the students thinks that storybook is interesting media for them and it fun for learning by using this media.

2. Awareness

The second indicator is awareness according to Karadoğan & Doruk et al. (2021), perception is an awareness of environmental elements through physical sensations that show mental processes, such as seeing, hearing, or smelling, which results from direct external stimulation of the sense organs. Based on the data that was analyzed from the instrument start from the questionnaire the students were aware that storybooks makes them happy to learn by using this media, and the percentages of the questionnaire, students who agree were more than the students who did not agree. The conclusion from the interview for the second indicator is that students' perception were aware with storybooks improves their

understanding in reading English because they are able to understand the text and sentences easily by using this media.

3. Understanding

The last indicator is understanding as stated by Qiong (2017) perception is a way to process to achieve an understanding of sensory information, based on the conclusions on the table from questionnaire that are two response of this media which are positive and negative response, the students feel helpful by using storybook for understanding text, sentence, and the content of this media but it cannot help them analyze the plot of the book in English.

Based on the data from interview, the students feel helped by the storybook, because the storybook provide the picture that helped students to understand the story and the content in the storybook, the picture illustrated the situations on the book and it make students understand the book clearly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study finds that students have generally positive perceptions of storybooks as learning media. The researcher finds storybooks could be engaging, enjoyable, and effective in learning reading comprehension. The overall consensus from these studies suggests that students hold positive perceptions towards the use of storybooks in reading instruction such as Improved Comprehension Skills, provide a stimulating context for practicing reading comprehension strategies, and making inferences. This statement is provided by questionnaire and interview in the previous chapter, In the questionnaire and interviews in the previous chapter, the researcher finds that students thought that storybooks were an interesting media and half of the students in the class felt interested in reading with storybooks and storybooks increased their reading interest in reading English books, the students also thought that Storybooks are an interesting medium for learning to read. Students feel more interested in reading with storybooks and students also feel that their reading skills are improved by reading using storybooks. Students also feel that they understand English vocabulary better and how to use them in sentences by using story books, and they find it easier to understand the contents of this book, even though this book does not help most students in the class analyze the storyline in

English books, and also most students in the class do not agree that they would rather learn to read using storybooks compared to other media.

B. Suggestion

These findings suggest that storybooks can be a valuable tool for promoting students in learning reading. Educators should consider using storybooks in their classrooms to engage students, improve their reading skills, and foster a lifelong love of learning reading. Based on the findings of this study, Storybooks are an interesting media for learning reading because they have pictures to clarify the sentences in this book, this makes students more interested in reading the entire text and increases their interest in reading this book, this can increase their interest in reading English and are slowly able to improve their English reading skills. Even though this media has good advantages, it has a weakness in that this book does not actively help students to analyze the storyline properly and correctly, and does not directly increase students' vocabulary in English. Therefore, by following this recommendation, teachers must be able to ensure that students gain positive experiences with storybooks and take advantage of many learning opportunities offered by storybooks and are able to develop them further according to the students' needs.

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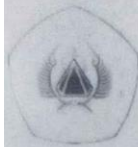
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1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

ngingat

1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.

mperhatikan

Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

<div align="center">

MEMUTUSKAN

</div>

nenetapkan

rtama

Mengangkat Saudara

Dr. Deddy sofyan, M.Pd	:	Pembimbing Utama
Poppy sofia hidayati, M.Pd	:	Pembimbing Pendamping

Nama	:	REZA FAHLEVI
NPM	:	031118061
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Judul Skripsi	:	THE USE OF STORY BOOK FOR READING COMPREHENSION

edua

Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

etiga

Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

<div align="right">

Ditetapkan di Bogor

Pada tanggal 10 Mei 2023

Dekan,

Dr. Eka Suhardi, M.Si.

NIP. 0694 021 205

</div>

mbusan :

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

Appendix 6: Surat izin penelitian di sekolah

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 6863/WADEK I/FKIP/VIII/2023   14 Agustus 2023
Perihal : Izin Penelitian

Yth. Kepala SMK GLOBIN
di
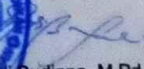Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : REZA FAHLEVI
NPM   : 031118061
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Semester   : akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan
penelitian yang akan dilakukan pada tanggal 14 agustus s.d. 14 oktober 2023
mengenai: STUDENTS' PERCEPTION ON THE USE OF STORYBOOK FOR
READING COMPREHENSION

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa
yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

Sandi Budiana, M.Pd.
NIK. 11006025469