



Developing Picture Story Book for Reading Comprehension Activity at Junior High School

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Abstract

The deficient student reading interest and the lack of learning media in the school lead to a common understanding of students' reading on learning materials. This research aims to develop and test the feasibility and effectiveness of picture book media. This research uses research and development with Borg and Gall model. The model consists of ten steps namely preliminary research, planning, develop preliminary form of product, operational pproduct revision, operational pproduct revision, operational field testing, Preliminary field testing, Main field testing, Main product revision, Final product revision, and Dissemination. The results showed that the feasibility of material in picture storybooks was rated feasible (81.81%), while media eligibility in picture storybooks was rated highly feasible (91.67%). Based on the average difference through the t-test showed that sig (2-tailed) $0.000 < 0.05$, it was concluded that the average value between pretest and posttest had significant changes.

Keywords:

Picture Story Book;

Reading Comprehension;

Research and Development.

1. Introduction

Education is an endless process which effort by any one, especially as the responsibility of the estate, as an effort to improve awareness and knowledge. Education has existed through out the birth of human civilization because education can be defined as a human effort to fostering his personality in accordance with the values of society and culture. Education is one form of embodiment of society and culture. Therefore, the change or the development of education should occur inline with changes in the culture of life and not burdensome. Changes in the sense of educational improvement at a levels need to be constantly being noticed and carried out in anticipation of future interests (Nasrah, N., & Elihami, E, 2021).

The education function is to prepare students, preparing hermeans that the students are essentially not ready, but need to be prepared and are preparing themselves. This refers to the process that takes place before the student is ready to plunge into real life and in accordance with the development of the era, there are developments in the curriculum that will provide bread to be creative and achieve educational goals in the learning process. To

achieve the educational objectives in the learning process as described above, school institutions have an important role, by providing more school facilities that are more flexible and support the learning process. In this case, teachers, classrooms, learning tools, books and learning media can stimulate students to be more passionate and easy to understand the subject matter. It is this school institution that is responsible for developing the quality of education but the teacher has the responsibility for the success of teaching and learning process in each class.

Reading is an activity or cognitive process that has an effort to get a variety of information in writing. Reading is a basic skill and provision for learning to write at the next level (Cameron, 2001). Therefore, reading activities in elementary schools must receive maximum attention in order to achieve the expected reading ability target. One of the reading skills that students must have is the ability to read comprehension. Reading comprehension is a process of obtaining information contained in the reading sentence in order to gain understanding from the text that has been read. With reading comprehension activities, students are expected to be able to understand information from books they have read.

There are several components that can improve the success of learning: the readiness of teachers and students, the availability of teaching media, curriculum, facilities and processing. These things are learning components that play an important role because the success of teaching and learning process is determined by the factors above. Some of the components in the above mentioned learning are very important in the process of learning, to teach, to see the limitations of teachers in the delivery of materials can affect students so that students are often difficult to focus and less understood with the material taught by teachers. Actually, it happens because of several factors namely: methods, media and learning atmosphere. Of the three things that will be discussed, one of which is the learning media, which is the learning media is one component that has a great influence on teaching and learning process.

Learning media is a complete learning unit that is structured to help the learning process of students to achieve a number of learning objectives. Media is a solution to provide a fun learning for students and can help teachers in delivering materials that will be integrated with the learning methods used by teachers (Tanggoro, 2015). Besides that, learning media is an important learning resource for students teaching and learning process, it is because of student interaction with learning media be the real shape of learning

activities. Teacher and student is learning media, if the learning process has done by teacher whit the good and interest media definitely the delivering message or material will be absorbed by student well. Informal education learning in the school, today we can find a lot of absorption and concentration level of student in the learning process, which can be seen from the average result of the student who is still apprehensive and also from student activities in class.

Learning condition are still be conventional and haven't touched the student realm dimension, that is about how the true and the real of study. Develop the material through the video that contains the things that contain the educational elements. The purpose of the development of media by using picture story book. English is one of the four subjects tested nationally, students have to take three years of junior high school or high school. To find out the extent of the teaching and learning process of English in schools, the following are the results of research interviews with English teachers at MTs Walisongo Sukajadi Lampung Tengah. When asked about the general view of how English teaching has been so far, he replied that the number of students who have adequate abilities from four English competencies, speaking, writing, reading, and listening is no more than 10% of the total number of students. mastering these four competencies. On the other hand, the number of students who have very minimal abilities is around 10% as well.

Based on the initial research conducted by researchers from the results of prasurey in eight grade of MTs Walisongo Sukajadi Bumiratu Nuban, the researchers found a number of problems, namely; learning activities are still teacher-centered, students' lack of interest in reading, lack of learning media that support learning activities in the classroom, teachers have not been able to develop fun Indonesian language learning media, lack of variety of models and methods during learning activities. Another problem is that the learning resources used are less varied, namely only using LKS books and government books (Nugroho, 2022).

From the problems above, it can be seen that the use of media and learning resources in eight grade MTs Walisongo Sukajadi Bumiratu Nuban is very limited. Alternative solutions that can be implemented to improve students' understanding and learning outcomes of Indonesian through the development of innovative learning media. One of them is by developing picture story book media. Nurgiyantoro states that picture book is a children's story reading book which contains pictures. Picture story books in improving reading comprehension skills are expected to make it easier for students to

learn, can make learning activities more fun, students are more enthusiastic and active to participate in learning activities (Nurgiantoro, 2018).

Many researchers have conducted the research about picture story book. There are researchers analyzed picture story book as media in teaching. Those researchers presented similar topic but they observed or viewed from different aspect. Recently studies have reported, Andi Sessu, et. all. (2018), conducts a research about “The Effectiveness Of Picture story book In Teaching English At SMPN 1 Molawe Konawe Utara”. The purpose of study is to examine whether or not there was any significant score difference on students’ English achievement before and after treatment by using picture story book. This research employed quantitative method research. This design which was divided into two groups: experimental group and control group. This research point out, picture story book significantly had an effect to students’ English achievement. Other studies reported, Winda Dwi Hudhana and Agus Sulaeman conducts a research about “The Development Of Picture story book In Improving Short Story Writing Skill At Tenth Grade Students Of SMAN 1 Tangerang Regency”(Winda & Sulaeman, 2016). The purpose of this study is to know the development of picture story book in improving short story writing skills of Tenth Grade Students students at SMAN 1 Tangerang Regency. The type of this research is developmental research (R&D). Therefore, the teacher can use Picture story book to improve students’ ability on writing. Equally, most of the research showed that Picture story book can use to teaching English process. This research aims to know how developing reading comprehension activity of eight grade students of MTs Walisongo Sukajadi Lampung Tengah using picture story book.

After applying Picture story book-based learning media to improve students’ ability on writing Descriptive Text in English subjects and conducted pretest and posttest, it can be concluded that there is an increase in students' ability in writing Descriptive Text before and after the use of learning media (Aryutini, 2018).

The purpose of this study was to find out the effect of using picture story book media learning on students' reading comprehension. We can create the content of reading use picture story book with combine text and image in one video, so teaching learning proses doesn't monotonous and student can enjoy to read. Therefore it can help improved students reading comprehension. The design of this study was Pre- Experimental design. Thus, one classrooms containing the total of 24 students of eight grade at MTs Walisongo Sukajadi Lampung Tengah were selected as the sample.

In collecting the data, pre-test and post-test were utilized to assess students' comprehension abilities before and after the treatment. In analyzing the data, the t-tests (paired sample, and independent sample) were run in SPSS. The result is score post- test students is higher than pre-test score of students. Thus the researcher conclude picture story book media can applied in teaching reading to help teacher improved students reading comprehension.

2. Literature Review

2.1. Reading Comprehension

“Reading Comprehension involves much more than readers’ responses to text. Reading Comprehension is a multicomponent, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klinger et al, 2016). It means that to comprehend the text, the reader should be able to catch the ideas which the authors wants to convey. However, not all those ideas will be delivered if the reader can not understand or comprehend the text they are reading.

Comprehension is not always effortless and fast of course. When beginning readers struggle over individual words, reading is slowed to a halt and deeper levels of comprehension are seriously compromised (Mc Namara, 2007).

Based on some concepts of reading Comprehension proposed by the experts, it can be concluded that reading is a process of understanding the meaning and the ideas of the text. In order to understand the text being read, a reader should be able to answer the questions formulated concerning with by the writer. When he has understood the text, he will get the information from the text. Therefore, reading Comprehension is essential in learning.

They categories reading Comprehension into three levels:

1) Literal Comprehension

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension.

2) Inferential Comprehension

Inferential Comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text.

3) Critical comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgements about the information presented in the text (Brassel and Rasinski, 2008)

2.2. Narrative Text

Narrative text is the text that tells something that is just a fantasy and the goal is only to entertain the reader (Mislaini, 2015). Narratives are stories involving a sequence of related events. There are various kinds of relationship between events in a narrative. The most obvious kind is where one event causes another (Martin Montgomery, 2007). A narrative can be understood to organize a sequence of events into a whole so that the significance of each event can be understood through its relation to that whole.

The generic structure of narrative text focuses on a series of stages that proposed to build a story. In tradisional narrative the stages insclued:

1) Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

2) Sequence of Events (complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the Character is prevented to reach his or her wants. It is in the middle of story.

3) Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

4) Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.

5) Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evolution tells about the time and place of the event being storied (Irwan Sulisty, 2013).

2.3. Picture Story Book

Picture storybook is one of the kind story book with pictures. And also picture storybook is a combination of the art of storytelling and the art of illustration (Hamaguchi, 2002). Mitchell on Umi Faizah states that picture storybooks are books in which the picture and text are tightly intertwined. Neither the picture nor the words are selfsufficient; they need each other to tell the story (Faizah, 2009). A picture storybooks conveys its message through illustrations and written text; both elements are equally important to the story.

This study, the writer used picture story book as media in teaching reading narrative text. According Dista in Nirmala the general procedure of teaching narrative text by using pictures is as follows:

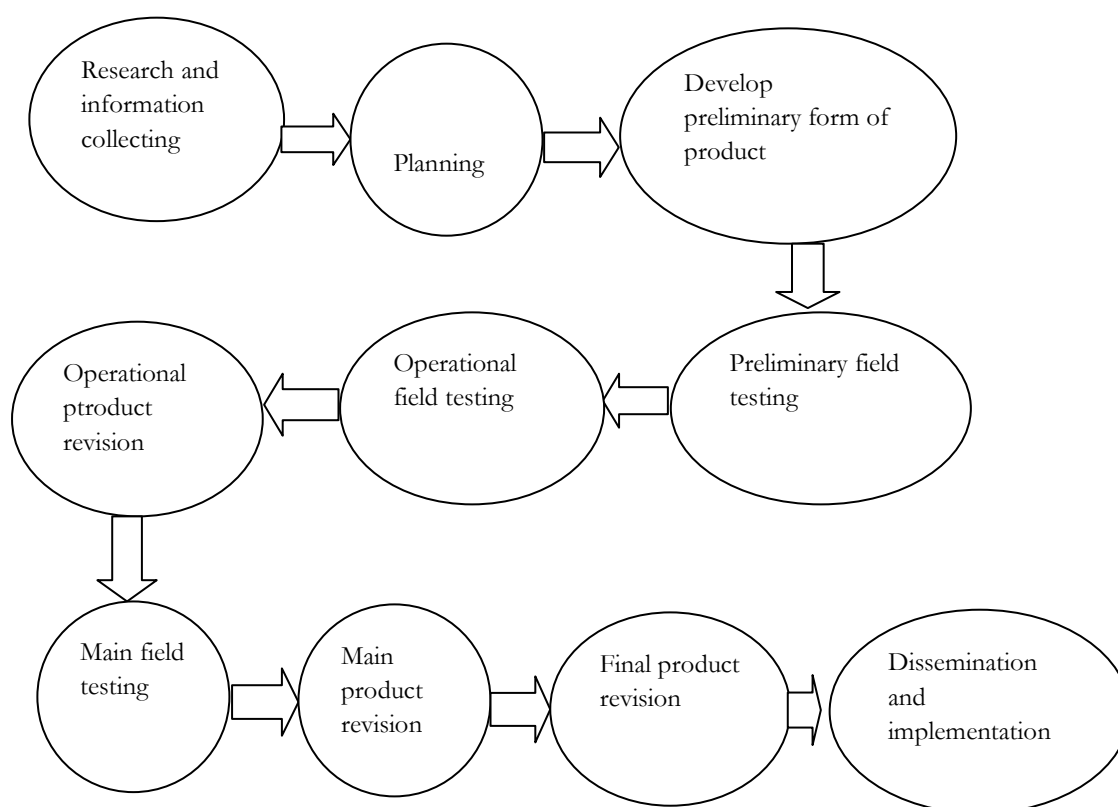
- 1) Teacher prepared some narrative text and picture series to the students.
- 2) Teacher gave the students hand out of narrative text and its picture
- 3) Teacher read the text and the students follow her
- 4) Teacher got the students to look at and pay attention to the pictures.
- 5) Teacher got the students to guess and say the picture's activity.
- 6) Teacher asked the students about the story and discussed it together
- 7) Teacher explained about schematic structure and linguistic features of narrative text
- 8) Teacher also gave the students picture and jumbled sentences
- 9) Teacher got the students to look at and pay attention to the pictures and arrange the jumbled sentences into right order
- 10) Students read the correct arrangement of sentences into a good story based on pictures
- 11) Teacher concluded the material and asked the students about their difficulties (Nirmala, 2013).

3. Method

This type of research uses Research and Development (R&D), which is a process used to develop and validate research products (Gustini, 2019). Steels and Richey defined as the following: "Development research as distinguished from development of simple learning, defined as the study of systematic way to design, develop and evaluate programs, processes, and learning outcomes that must meet internal consistency and effectiveness criteria (Richey & Klein, 2005).

This research can produce media products in the realm of education in the form of interactive media through media Picture story book on English subjects for eight grade MTs Walisongo Sukajadi Lampung Tengah. This matter done in order to improve student learning outcomes through the media interactive learning that makes it easy and fun for students to deepen intellectual understanding of social interaction material between individuals and between groups. The development model used in the development of this research is procedural development method, introduced by Borg & Gall (Borg & Gall, 1983)

Figure 1. Research and Development



4. Findings

The results of the study include four things, namely; 1) the results of the analysis of the needs of students and teachers for the media picture story books; 2) picture story book design; 3) the results of the assessment of media experts and material experts on the prototype of the picture story book media; and 4) test the effectiveness of picture story books on eight grade students of MTs. Walisongo Sukajadi.

Results of Analysis of Student and Teacher Needs for Picture Storybook Media

The results of the recapitulation of the teacher's needs questionnaire showed that in learning Indonesian, the aspect of reading comprehension on theme 7 had been carried out in accordance with the existing basic competencies. According to the teacher, there are obstacles in carrying out learning in the classroom, namely the existing textbooks are not enough to increase student motivation in learning activities so that media are needed to support learning. The teacher agrees that picture story books are used as a medium to convey learning tailored to the learning objectives and basic competencies. Picture story books should contain text accompanied by interesting pictures, using more than 1 type of letter, with the use of varied colors so as to provide comfort for students to learn. The size of the picture story book is 14.

From the results of the questionnaire recapitulation of student needs above, it can be seen that students still find it difficult to understand a reading, students need new media to learn narrative text content material, picture story books are used as English language learning media that are in accordance with learning objectives at school. The desired form of the picture story book is a rectangular shape, filled with many pictures, the writing has more than one typeface, for the design color in the picture story book is a combination of light and dark colors. In addition, the desired form of evaluation questions is essay.

4.1 Research and information collecting

At this stage the researcher identified the problems in the eight grade of MTs Walisongo Sukajadi Bumiratu Nuban. From the identification that has been done there are several problems that occur. The first problem is the lack of media used in learning Indonesian, teachers tend to use student books without other media when delivering material. The second problem is that the grade eight grade students of MTs Walisongo Sukajadi Bumiratu Nuban have not optimally scored in English. These two problems became the basis for researchers conducting research as an effort to solve problems in class eight grade of MTs Walisongo Sukajadi Bumiratu Nuban.

4.2 Planning

Then, researcher plan the ways to making learning picture story book for eight grade students of MTs Walisongo Sukajadi Bumiratu Nuban. stages that need to do is choose the purpose of learning, arrange the framework of material, evaluation and collect the material.

a. Purpose formulation

Making the purpose of learning media is to know what is the purpose of picture story book for students of eight grade students of MTs Walisongo Sukajadi Bumiratu Nuban. Than by the purpose, students knows what they get after learn by this learning media. The purpose of this picture story book is : developing reading comprehension activity of eight grade students of MTs Walisongo Sukajadi Lampung Tengah using picture story book.

b. Framework of Learning media base video scribe

Before arrenge picture story book, need to makesframework of this media that is beganing from tittle of learning media, the opening of media, purpose of study, material and task on the media.

c. Collecting the material of learning media

After going through the previous stage, the next stages is collecting the material to develop this learning media. the material are all things that need on learning media thee are: aplication of picture story book, picture, ilustration and everything that support on developing learning picture story book.

4.3 Develop preliminary form of product

Based on the results of the questionnaire analysis of teacher and student needs, the preparation of picture story book media was compiled based on the results of the questionnaire. The picture story book media is compiled based on a questionnaire on the needs of teachers and students and then produces a design.

Figure 2. Picture Storybook Prototype

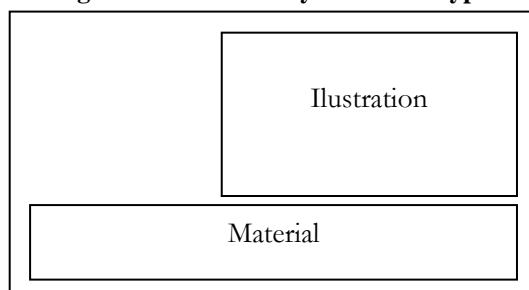


Figure 3. Design of Picture Story Book Media Materials



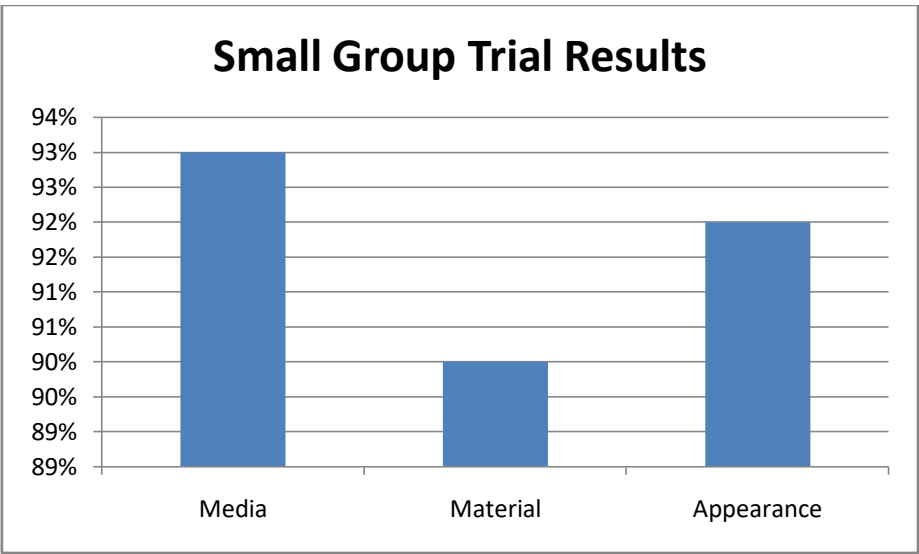
4.4 Preliminary field testing

This test was conducted in small groups involving 15 students who were selected heterogeneously based on the ability in class. This trial was carried out by providing material using the picture story book to students, then students were given a questionnaire to assess the attractiveness of the picture story book.

Table 4.7 Small Group Trial Results

No	Aspect	Percentage	Criteria
1	Media	91%	Very Good
2	Material	91%	Very Good
3	Appearance	93%	Very Good
Average		92%	Very Good

The diagrammatic image of the table of student responses in small group trials is presented in Figure 4.1



4.5 Operational Field Testing

The media feasibility assessment was carried out by material experts and media experts with the following results.

Table 1. Feasibility Assessment of Picture Storybook Media

No	Name	Score Maximal	Score	Percentage	Criteria
1.	Media Expert	48	44	91,67%	Very Good
2.	Language and Content Expert	44	36	81,81%	Good

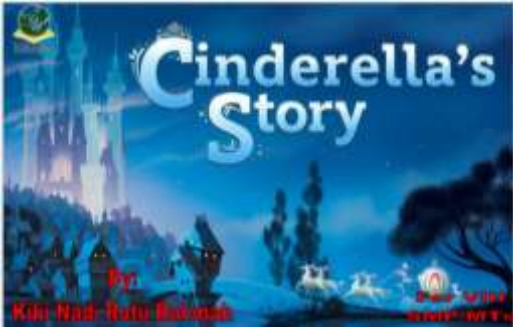
The results of the assessment by material experts and media experts showed that the media for picture story books had very decent criteria. The results of the small group test showed that there was an increase in learning outcomes between before (pretest) and after (posttest) using picture story book media by 66.67%. The results of the small group response questionnaire to the media were strongly agree (91.98%).

4.6 Operational product revision

The researcher make improvements/improvements to the results of wider trials, so that the product being developed is already an operational model design that is ready to be validated;



Before



After

4.7 Main field testing

Large-scale test learning outcomes were obtained with student learning outcomes obtained from pretest and posttest cognitive tests using picture story books for eight grade of MTs Walisongo Sukajadi Bumiratu Nuban through the following data.

Table 2 Results of Large-Scale Product Trials

No	Aspect	Pree Test	Post Test
	Total student	24	24
	Average score	60,42	85
	Minimum score	40	65
	Maximum score	85	100
	Completeness Presentation	25%	95,83%

Based on the data that has been processed, it can be seen that by using picture story books, the average learning outcomes of exploring important historical descriptive information for students of eight grade of MTs Walisongo Sukajadi Bumiratu Nuban, totaling 24 students, have increased. The minimum completeness criteria (KKM) at MTs Walisongo Sukajadi Bumiratu Nuban is 75. The average score before (pretest) using picture storybook media is 60.42 and the average score after (posttest) using picture story book learning media is 85. Percentage the average value of student learning outcomes classically also increased by 70.83%. This increase is because in learning to use media in the form of picture story books.

The results of the questionnaire recapitulation of student responses to picture story books obtained a score of 1156 from a maximum number of 1248. The percentage obtained from the results of the student response questionnaire was 92.63% with a very decent category. The total score of the teacher's responses is 55 from the maximum score of 60. When converted in the form of a percentage, it is 91.67%.

4.8 Main Product Revision

This step is a limited product test, including a practical design test (generally using a repetition model experimental technique). The result of this test is to obtain a practical design, both in terms of substance and methodology. This field trial was conducted at the eight grade of MTs Walisongo Sukajadi Bumiratu Nuban.

4.9 Final Product Revision

The final revision is a revision based on the results of a wider field test. This product revision is a measure that the picture story book being developed is truly valid and feasible. Research has refined the product that has been developed for the last time after going through the stages of revision and phased trials.

4.10 Dissemination And Implementation

Theoretical implications can be interpreted as the involvement of the theory studied in theoretical studies with the results of the research conducted. This research can add insight into English learning theory, especially in the material of finding story content. The development of picture story books can help teachers teach students how to improve reading comprehension.

5. Discussion

Based on the needs analysis conducted on 24 students, as many as 16 students still have difficulty in understanding reading. A total of 24 students agreed that picture story books were provided. Assessment carried out by media experts, picture story book products get a score of 44 while the total score is 48, when converted in the form of a percentage, the media feasibility is 91.67% with a very decent category. Assessment carried out by material experts, picture story book products get a score of 36 while the total score is 44, when converted in percentage form, the feasibility of the material is 81.81% with a decent category.

The results of the pretest the lowest score is 40, the highest score is 85, and the average score is 60.42. Meanwhile, in the posttest results, the lowest score was 70, the highest score was 100, and the average score was 85. Based on the average score, it can be seen that there was an ncrease in student learning outcomes. In the pretest value, the output of Kolmogorov Sminov with the SPSS Version 23 program shows Sig 0.200. Because $0.200 > 0.05$, then the data is declared normally distributed. Meanwhile, in the posttest, the sig value was 0.055. Because $\text{Sig } 0.055 > 0.05$, the posttest value data is normally distributed. The T-Test was conducted to determine the difference between the average pretest and posttest scores on the use of picture story book media. In the calculation results using SPSS version 23, the data obtained sig (2-tailed) 0.000. This means that $\text{sig (2-tailed) } 0.000 < 0.05$. So it can be concluded that H_0 is rejected and H_a is accepted. So, it can be concluded that picture story books are effectively used as a medium for learning English content for eight grade of MTs Walisongo Sukajadi Bumiratu Nuban.

6. Conclusion

Picture story book media is a product developed in development research using the Borg and Gall model. The result of the percentage of assessment from media experts is 91.67% and the percentage of assessments from media experts is 81.81% so that it is included in the "decent" category. Picture story book media is effectively used to improve reading comprehension activity at eight grade of MTs Walisongo Sukajadi Lampung

Tengah, which is indicated by an increase in students' cognitive scores with a presentation of 91.67%. This is also evidenced by the results of the t-test at the output of the Paired Samples T-test, it is found that the value of sig (2-tailed) is 0.000. Because $0.000 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted. The conclusion of this study is that the media of illustrated story books is feasible and effective to use in improving reading comprehension activity at eight grade of MTs Walisongo Sukajadi Lampung Tengah.

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