CHAPTER I

INTRODUCTION

This chapter discusses of some section. They are background of the research, setting of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of the key terms.

1.1 Research Background

The phrase "picture book" is commonly used to describe a book, most often written for children, in which the content is conveyed through the use of words and pictures in combination or through pictures alone. A picture book differs from an illustrated book in that the pictures it contains form an essential part of the structure of the book. Due to physical factors in the book binding process.however, illustrated books and picture books are different. Indeed that picture books contain illustrations, but not all illustrated books are picture books (Norton, 1999, p.214). As explained above, a picture book contains illustration and texts which tell a story. Both of them are important and they cannot be separated and work alone. While an illustrated book is a story book with some illustrations applied on periodically, commonly at the beginning of the chapters or at a certain events.

Literacy nowadays is frequently discussed especially in the education system. Basically, literacy is defined as the ability of reading and writing (oxford university, 2008), which sets the students up to the further learning process.

Meanwhile, ontario education (2004) asserts that literacy is a learning gateway. It is because "literacy is integral to effective learning across all curriculum areas and across all learning phases" (Department Of Education And The Arts, Queensland Government, 2006; 1).

Literacy in this 21st century is considered an important thing. In line with that, Khairuddiniyah (2017) stated that today's global life requires the necessity to read well, or called literacy. According to Keefe And Copeland (2011), Lakstian (2016), and Rintaningrum (2009), literacy refers to the skills of being literate that are not only represented by reading and writing but also other skills such as listening, speaking, and arithmetic in the real context. In this case, literacy could be implemented in all subjects, including english. English in indonesia starts to be taught in junior high school as a compulsory subject to help the students ready to face this 21st century (Ayu, Diem, & Vianty, 2017). Moreover, the students are required to be good at every language skill in this global era, including english literacy skills.

Reading activity is one of the ways for the students in school to improve their english proficiency. Harmer (2001) points out that reading is a beneficial media to ease students in learning language such as vocabulary, grammar, pronunciation, and the way of constructing sentences, paragraphs, and texts. Reading turns out to be an effective way to learn english language, if learners know how to read words in english appropriately and know how to figure out the implication of words, sentences and the meaning of text as a whole (Blank, 2006).

Most students think that english is not easy to understand, students are lazy to try to understand english lessons in addition, students are required to be good at every language skill in this global era, including english literacy skills.likewise, students must be literate (khairuddiniyah, 2017).

He supported by Rintaningrum (2009) which states that literacy is needed at this time community and school conditions because it is considered an important aspect of national development and global market. In this study, the term literacy used refers to english literacy. Literacy refers to the skill of being literate that is not represented only by reading and writing but also other skills such as listening, speaking, and counting in real contexts (keefe & copeland, 2011; Lakstian, 2016; Rintaningrum, 2009). Therefore, english literacy is a set of english skills that students must master to help them apply knowledge in actual context.

Based on the above background, researchers are interested in knowing what is " teachers' perception of literacy learning used at SMKN 2 Rambah". Therefore, the researchers raised the title"Teachers' Perception In Using Picture Books For Teaching Literacy At SMKN 2 Rambah".

In the same way, the students have to be literate (Khairuddiniyah, 2017). It is supported by Rintaningrum (2009), who stated that literacy is needed in current community conditions and school since it is considered an important aspect in national development and the global market. In this study, the term literacy used refers to english literacy. Literacy refers to the skills of being literate that is not only represented by reading and writing but also other skills such as listening,

speaking, and arithmetic in the real context (Keefe & Copeland, 2011; Lakstian, 2016; Rintaningrum, 2009). Therefore, english literacy is a set of english skills.

Based on the 2013 curriculum it is stated that the goal of learning and teaching english is communicative competence which the main goal is discourse competence or many kinds of text. Students should be able to have oral and written communication. In other word, they should be able to understand, to express information ideas, feeling and develop their knowledge, technology and culture through english. There are four skills that should be mastered such as listening, speaking, reading, and writing. Students are expected to be able to communicate not only in spoken but also in written language. The four english language skills are integrated to support them to have oral and written communication skill. Both spoken and written languages are important to communicate to each other. For writing is not simply speech written down on paper. Learning to write is not just a "natural" extension of learning to speak a language (Ann Raimes, 1983).

1.2 Setting Of The Research

Based on the background of the problems mentioned above, the research at SMKN 2 Rambah was expanded as follows : what is the Teachers' Perception Of Teaching Literacy In Using Picture Books At SMKN 2 Rambah?

1.3 Limitation Of The Research

Based on the background of the previous problem, the scope of this research is focused on teacher perceptions, picture books and literacy. The limitation of the

researcher is Teachers' Perception Of Teaching Literacy In Using Picture Books At SMKN 2 Rambah.

1.4 Formulation Of The Research

Based on the explanation in the previous section, the formulation of this research is: "how is the Teachers' Perception Of Teaching Literacy In Using Picture Books At SMKN 2 Rambah?".

1.5 Purpose Of The Research

Based on the formulation of the research problems above, the researcher objectives can be stated as follows :

1. To know Teachers' Perception Of Teaching Literacy In Using Picture Books At SMKN 2 Rambah.

2. To find out the types of picture books for teaching literacy at SMKN 2 Rambah.

1.6 Significance of the research

The results of this study are expected to be useful and relevant for:

1. Theoretically

Theoretically, learning will provide an easier and more interesting way of learning Literacy.

2. Practical benefits

1. For researchers: the researcher hopes that the research can add insight and broader knowledge. And it can be a reference for further researchers in conducting research related to the perception of teachers in using picture books for teaching literacy.

2. For teachers: this research is useful as a reference for teachers in

Apply learning media in the classroom so that the teaching and learning process

Process is running effectively.

3. For schools: schools can use this research to improve teacher knowledge

Regarding the application of good learning media in the teaching and learning

process in class.

1.7 Definition Of Key Terms

1. Preception

According to Kuncoroningrat (2011: 99) perception is the whole process

conscious human mind in drawing on the surrounding environment. Therefore, the

perception can be summed as the process of understanding the stimulus obtained

from the sensing of object, event, and relationship between symptoms which are

then precessed by brain process cognition starts from perception.

2. Picture books

According to: (Norton, 1999, P.214).however, illustrated books and picture books

are different. Indeed that picture books contain illustrations, but   not   all

illustrated   books   are   picture   books . As explained above, a picture book

contains illustration and texts which tell a story. Both of them are important and

they cannot be separated and work alone. While an illustrated book is a story book

with some illustrations applied on periodically, commonly at the beginning of the

chapters or at a certain events.

3. Literacy.

Literacy according to the Ministry Of Education And Culture (2016:2) is the ability to access, understand, and use things intelligently through various activities, including reading, seeing, listening, writing, and speaking. Literacy is a participatory business or activity with involving school members (students, teachers, principals, education staff, school supervisors, school committees, parents or guardians), academics, school committees publishers, mass media, communities and stakeholders below coordination of the directorate general ofprimary and secondary education of the ministry education and culture.

CHAPTER II

REVIEW OF LITERATURE

In this study, several previous studies responded to the perception of teachers using picture books for literacy learning at SMKN 2 Rambah for the 2021/2022 academic year. This chapter covers the definitions of preception, picture books and literacy.

A. Review Of Related Theories

2. 1 The Nature Of Preception

2.1.1 Definition Of Preception

Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful to you. This input of meaningful information results in decisions and actions.

According to Kuncoroningrat (2011: 99) perception is the whole process conscious human mind in drawing on the surrounding environment. Therefore, the perception can be summed as the process of understanding the stimulus obtained from the sensing of object, event, and relationship between symptoms which are then precessed by brain process cognition starts from perception.

According to Dedy Mulyana (2008:171-172) human perception is actually divided into two, namely the perception of the object physical "environment and perception humans".

a. The Perception Of The Physical Environment

The perception of the physical environment is not same, in the sense that different, because it is influenced by some factors, among others:

1. Background experience

2. Cultural background

3. Background phsychological

4. Background values, beliefs, and expectation

5. Condition the tools factual senses in which the information is up to the person it is through that door.

b. The Perception Of The Human

Perception of the human or social perception is the process of capturing the sense of social object and event that we experience in our environments. Everyone has a different view of the reality around them, in other word, every person has a different perception of their environment.

In this research the researcher defines perception is the stimulus that a person receives in interpreting information about the environment through their for senses, namely: the senses of sight, hearing, touch, and smell so that them can draw the surrounding environment.

2.1.2 Types of perception

According to Suemanto (In Rohani, 2009: 7) perception does not only happen in one time, but it can happen in the past, present and future. He divides perception into three types: the past, present, and future perception. The past perception is a reaction to stimulus by developing personal impression oriented to the past observation. The next perception is present perception or imagination perception. The last is future perception or initiative perception. Future perception means a reaction to stimulus by developing personal impression oriented to the future observation.

Suemanto (In Rohani, 2009: 7) states that perception does not only happen in one time, but it can happen in the past, present and future. He divides perception into three types: the past, present, and future perception. The past perception is a reaction to stimulus by developing personal impression oriented to the past observation. The next perception is present perception or imagination perception. The last is future perception or initiative perception. Future perception means a reaction to stimulus by developing personal impression oriented to the future observation.

Sujanto (In Rohani, 2009:8) says that each individual has her/his own types of perception which are grouped into five such as visual, auditive, motorical, tactile and mixed perception. Visual means that one has a good memory of what he saw and auditive means that one can remember well what that they heard, motorical means that one has good memory of what he felt, tactile means has a good

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memory of what he touched, and mixed means that the fower for everything that they have sensed. To conclude, perception can be devided into time oriented perception "past, present, future perception" and individual's own perception "visual, auditive, motorical, tactile, and mixed perception".

According to Homby (2000:997) in oxford advance learner's dictionary, perception is the way you notic things especially with the senses, the ability to understand the nature of something, an image, an idea or a belief you complain to change public perception that standards in schools are falling. In other words perception is produced through our senses. Moreover, the meaning of the perception is the respond or judgment of anyone toward an event, object, or attitude as the agreement or disagreement statement. In the perception of the ability to distinguish groupings, focus ect. Which means students must know how to differentiate ways of grouping or differentiating focus in learning. For example in groups with other students in learning, they can distinguish their through about the material and also they can focus on learning goals and can not be influenced by other friend. In this research the researcher defines perception that is a way of response or assessment of individuals in interpreting the impressions of their senses to give meaning to their environment. In other words, each individual has a different perspective with other individuals. This is influenced by several factors namely psychology, family, culture, and motivation. In this description above this study concludes that perception has many types, including perception not only happening at one time, but can also occur in the past, present and future. In addition, individuals provide responses or judgment in interpreting sense

impressions to give meaning to theirenvironment. In other words, each individual has their own perceptions which are grouped into such as visual, auditive, motorical, tactile and mixed perception.

2.1.3 Process Of Perception

Perception is not happening directly. There are some psychological processes in influencing a perception. According to Toha (In Rohani, 2009:9) there are four processes of perception, they are: stimulation, registration, interpretation and feedback. Accepted, the next process will take important rules. Each learner has different process of cognitive in interpreting the stimulation, it happens because this process is influenced by motivation, experience, and personality of each learner.

The last process of perception is feedback, which the information is interpreted. As the result of interpretation, learner makes a reaction towards the stimulation. In this case, both negative and positive reactions could happen. It depends on many factors that influence the process of interpretation. If the reaction is negative, learner will have bad attitude toward that stimuli such as rejection, disagreement, prejudice or even a rebellion. On the other hand, if that learner has positive interpretation, she or he will have good manner or attitude towards the stimuli. She or he will accept and please or even respect to the stimulation the she perceives or interprets.

2.1.4 Characteristics Of Perception

This section drawn from Nelson and Quick's (1997: 84-87) concise description of the three major characteristics that influence one's perception of other people:

a. Perceivers-specific characteristics:

one of the perceivers' specific factors that influence perception is familiarity with the object of perception. Familiarity implies that, compared to others, one is better positioned to make observations leading to better relative ability to arrive at superior decisions about a particular situation. However, one must note that to perceive someone accurately one must have generated accurate data on that person during the stage of observation. This is because the relationship between familiarity and accuracy is not always direct. One's mood is another important factor that affects the way one perceives others.generally, the difference in the reaction to situations is a function of the state of happiness or sadness in which ones find them. Thus, one tends to more easily remember information that identify with moods than those that do not. The self concept of the perceiver is also a critical determinant of perception. Basically,people that possess positive self-concepts tend to perceive positive attributes in other people, while, those with negative self-concepts tend to perceive negative attributes in others. Therefore, greater understanding of self allows people to have more accurate perception of others. The cognitive structure, that is, a person's thought pattern of thinking equally determines his/her perception in significant ways. While some individuals are inclined to perceiving physical characteristics such as height, weight, and

appearance others pay more attention to central traits or personality dispositions. However, there are people that are capable of perceiving all these traits at the same time instead of focussing on only one aspect.

b. Target-Specific Characteristics:

Social perception is also influenced by certain Characteristics that are specific to the person being perceived (i.e. The target).One of the most important target-specific characteristics is the physical appearance of the perceived. Some of these characteristics include height, weight, estimated age, race and gender. More importantly, perceivers find it easier to pick out those appearance traits include a very tall person, an energetic child as well as newcomers within a community. Verbal communications out of which perceivers assess a targets voice tone, accent and related factors also affect his/her perception. Furthermore, the nonverbal Communication contains a lot of information through which an individual is perceived. Eye contact, facial expressions, body movements and posture are features that guide the perceiver's impression of the target. But, while facial impressions tend to convey general meanings, nonverbal communication poses a challenge of having different meanings in different cultures. Mention must also be made of the role of the intentions of the target as inferred by the perceiver.

c. Situation Specific Characteristics:

This is a very significant factor that affects the impression that is formed about someone by an individual. In other words, the social context of the interaction is a major influence. For instance anybody that interacts with the chief executive of a

bank in a political rally would certainly go away with a different impression of him/her compared to meeting him in his/her bank office. "in japan, social context is very important. Business discussions after working hours are or at lunch are taboos. If one tries to talk business during these times, one may be perceived as rude." The strength of situational cues often provides clear indications of behavior that are acceptable within certain environmental contexts. Thus, there are particular situations that influence the behavior of an individual, which do not necessarily affect the disposition of that individual. This is what is referred to as the discounting principle in social perception. An illustration of this principle is when one comes in contact with a sociable bank marketing officer that goes ahead to find out about pastime, and knowledge of service delivery in the banking industry.basically, in this context, this person is prospecting for customers to whom he intends to introduce the services of his/her bank.

2.1.5 The Importance Of Teacher's Perception

Teachers are one of the most important personnel in educational system that are in the front line of education, heavily involved in various teaching and learning processes, and also the final practitioners of educational principles and theories. In the field of English Language Teaching professionals, significant roles of teachers" perceptions have been highlighted. Smylie (1988:23) in his path analysis study of 56 teachers undergoing a staff development process concluded that teacher's perceptions and beliefs are the most significant predictors of individual change.

Barcelos (2003: 15) states that language teachers" perceptions influence what language teachers do in the classrooms. Similarly, Yu In Srangkang And Jansem (2013: 50) mentions that teachers" perceptions influence what teachers do both inside and outside the classrooms. Therefore, teachers must be aware of what they perceive and believe when conducting their daily teaching. This means that teachers" perceptions are the basis for teacher to form judgment or make decisions. In addition, teachers"perceptions result in how teachers deal with shortcomings in their teaching situations (Moloi, 2009: 142).

Jia (2004: 26) states in her study that some writers believed that as behaviour is led by thought, exploring teachers" perceptions and beliefs help gain deeper understanding of teachers" behaviours in classrooms and provide guidance for enhancing teachers" practices. Teachers have a primary role in determining what is needed or what would work best with their students. Findings from research on teachers' perceptions and beliefs indicate that these perceptions and beliefs not only have considerable influence on their instructional practices and classroom behavior but also are related to their students' achievement (Anderson & Roth, 1991).

Thus, knowing the perceptions and beliefs of teachers enables one to make predictions about teaching and assessment practices in classrooms.

2.2   The Nature Of Picture Books

2.2.1   Definition Of Picture Books

A picture book combines visual and verbal narratives in a book format, most often aimed at young children. With the narrative told primarily through text, they are distinct from comics, which do so primarily through sequential images. The images in picture books can be produced in a range of media, such as oil paints, acrylics, watercolor, and pencil. Picture books often serve as pedagogical resources, aiding with children's language development or understanding of the world.according to (Norton, 1999, P.214).however, illustrated books and picture books are different. Indeed that picture books contain illustrations, but not all illustrated books are picture books.

According to Fattal,(2017) picture books creates a miniature ecosystem in for enhanched learning experience.this is brought about by the reciprocating actions of word and pictures in picture books where each one becomes a basis of existence of the other.other scholars have described this interaction as creation of impressions of thrilling,inspiring and a lively branch of literature (Gilmore & Howard 2016;Unsworth,2017).picture books communicate to pupils of simple qualities,of youthful simplicity and cheerfulness;yet puzzlingly,they accomplish this in vash sophistication in visual and verbal codes (Cox,2017).

Adipta (2016: 989) states that picture story books are a stories written using light language equipped with pictures which is one unit. The themes in picture stories are also often 20 Regarding personal/personal experiences, readers can easily identify them selves through feelings and actions of character the main

characters. Mean while, Faizah (2009:253) states that picture stories are :a story written in a light language style, tends to be a conversational style, equipped with pictures which are a part of the story to convey certain facts or ideas. Stories in picture stories are also often related to the personal / personal experience of easy readers identify himself through his feelings and actions through the character of the main characters. Children can understand and connect an image that is seen that an event has a cause, is able to distinguish good or bad, and between reality and fantasy characters (Gyanti, 2018: 90).From the description above, it can be said that picture story books are: a book written in a conversational style, and equipped with pictures to support the story.

Based on defenition above, it can concluded that a picture book contains illustration and texts which tell a story. Both of them are important and they cannot be separated and work alone. While an illustrated book is a story book with some illustrations applied on periodically, commonly at the beginning of the chapters or at a certain events.

2.2.2 Benefit Picture Book

As media for learning reading Brown (2004, P.180) states that using a variation of media will increase the chance that the learners will recall better what they learn in developing the performance of skill they are expected to improve. There are many varieties of teaching media that can be used to deliver the lesson and one of them is picture. Harmer (2001, p.134) states that picture is one of the variability of teaching supports which is used to describe language meaning structure, to employ learners in a topic, or as the base of an entire activity. According to

Matulka (2008), a good picture series in a story links the reader to the pictures and generates the implication of the pictures. Story and pictures work together to push the story onward. Lee (2015) points out that students enjoyed picture books and felt they had made development in their english language ability, especially in terms of motivation and confidence. The use of picture book that has imaginative characters such as comic is more efficient to teach reading than those of general texts and pictures Roozafzai (2012).

Here are five additional benefits of reading aloud to your secondary students.

1. Strengthens Community

Stories can connect people and build a great sense of community. Reading together creates a positive culture in the classroom and develops a unique bond among the listeners. The time secondary classrooms spend together reading a picture book aloud promotes bonding and strengthens relationships. Children's book author kate dicamillo said, "we humans long not just for story, not just for the flow of language, but for the connection that comes when words are read aloud. That connection provides illumination."

2. Gains Exposure To Diverse Themes

More and more picture books are using diverse themes and characters. Increasing students' exposure to stories about social responsibility, socioeconomic diversity, and different cultures and beliefs offers an opportunity for a class to interpret diversity together. Exposing secondary students to these books gives them the chance to see reflections of themselves and opens doors into their

classmates' lives. These picture books can spark discussion between secondary students that a traditional novel read independently doesn't generate. These conversations allow for deeper understanding of diverse issues.

3. Creates A Safe Space**.**

Research has shown that secondary students' stress is increasing, and more and more of them are suffering from anxiety. When a story is read aloud, students become more comfortable discussing their emotions with others. Exposing students to stories that explore particular emotions allows them to feel supported socially and emotionally. The result is the class that is read aloud to becomes a safe space where students can accept their own feelings and understand how others feel.

4. Increases Attention Span

It may be surprising to see how engaged and interested secondary students become when a picture book is used to introduce a new concept. It is important to keep things fresh in the classroom, and a read-aloud is a great way to capture secondary students' attention. Unlike watching a video, reading aloud provides an opportunity to model learning strategies (i.e. Thinking aloud, questioning, and applying). This slower discovery of ideas encourages students to listen and focus which will increase their overall attention span.

Reading aloud also gives an opportunity for secondary students to fidget, move around a bit, or use flexible seating. Family counselor Dr. Michael Gurian has

studied children's behavior while being read to. The scientific evidence discovered demonstrates that many kids not only *need* to move while being read to, they actually retain information *better* when they are allowed to do so.

5. Provides Enjoyment

Students of all ages enjoy being read to. Reading aloud reinforces the enthusiasm we, as educators, have for books. It gives students a chance to enjoy a book without struggling to decode words or to activate background knowledge.[5] Picture books also provide an opportunity to interpret the illustrations as text features. Stories connect us to each other, and reading together is a shared joy. Hearing stories allow students to experience other worlds and situations in a safe space. Reading is fun. Reading is powerful. Reading can spark a lifelong love of learning.

2.2.3 Types Of Picture Books

The first step in main activities is students create mental images as they read with the help of illustrations while the teacher provides explicit teaching. Gambrell And Bales (1986) state that this step includes the capability of readers to make mental images of a text as a way to comprehend procedures they face throughout reading. This skill can be a sign that a reader comprehends a text. Visualizing mental images is essential when it is applied to the narrative texts. In reading narratives, readers frequently can improve a clear comprehension of what is occurring by visualizing the characters, setting, or activities in the plot. The second step in main activities is students predict what happen next in the story

with the guidance of the teacher. According to Gillet And Temple (1994) this step includes the skill of readers to get meaning from a text by creating familiar predictions. Readers use foreseeing as a way to associate their current knowledge to new information from a text to getmeaning from what they read. Throughout reading, readers might make predictions about what is going to occur, or what ideas the writer of the book will deliver to support an argument. They tend to assess these guesses unceasingly and review the predictions, which are not confirmed by the reading.

Picture books can be several type. Rotlein And Meinbach (1991) in Abu distinguish between types of books illustrated into 5 kinds, namely:

1. Alphabet book (alphabet book)

2. Toy books

3. Concept book (concept book)

4. Wordless picture books

5. Picture story books.

    1. Alphabet book (alpabet book). In an alphabet book, each letter must be as sociated with an object illustration that begins with a letter. Illustration must be clearly related to key letters and object images as well as easy to identify. Alphabet book to help children stimulate and assist vocabulary development.

    2. Toy book (toy book). This toy book directs children to better understand the text, explore the concept of numbers, rhyming words and storyline.

Children's toy book to develop skills cognitive skills, improve language and social skills and love book.

3. Concept books. Concept books are books that present concept by using one or more examples to help understanding of the concepts being developed. 26 . Concepts emphasized through the storyline or explained through repetition and comparison. Through various concepts such as color, shape, size can be demonstrated alone with other concepts.

4. Wordless picture books. Picture book wordless is a book to tell a story through illustrations just. The storyline is presented with sequenced images and actions also clearly described.

5. Picture story books. The picture story book contains messages via illustrations and written text. These two elements are important element son the story. These books contain a variety of themes that are often based on children's daily life experiences.

2.3 The Nature Of Literacy

2.3.1 Defenition Of Literacy

Literacy according to the Ministry Of Education And Culture (2016:2) is the ability to access, understand, and use things intelligently through various activities, including reading, seeing, listening, writing, and speaking. Literacy is a participatory business or activity with involving school members (students, teachers, principals, education staff,school supervisors, school committees, parents or guardians), academics, school committees publishers, mass media,

communities and stakeholders below coordination of the directorate general of primary and secondary education of the ministry education and culture.

2.3.2 Types Of Literacy

When we think of literacy, we usually think of being able to read and write. However, our understanding of literacy skills is often limited by our educational experience. Those of us in the field of education know that there are many forms of literacy, all of which help us to stay healthy and fully involved in our democratic society.

Let us discuss the types of literacy in brief:

1. Reading And Writing

More than just knowing how to read and write, it is very important to be literate in understanding and communicating what you have read and then you can express in your own words what is understood.

2. Numerical Literacy

Now this is the kind of learning, the ability to apply mathematical skills in everyday life and the ability to use numbers to solve problems or to manage money. It is more comprehensive and understanding of charts, diagrams and data. Problem solving and looking for answers by explaining solutions in a logical way.

3. Digital Literacy

This means being able to use technology analytically, navigating various online forums and devices, understanding how technology works and being able to use technology intelligently to solve problems and express oneself.

4. Health Literacy

This type of literacy allows you to understand the type of health care system such as medication, to consult with doctors and specialists and to get the help needed by support staff. Having unhealthy health skills in health is dangerous and can lead to taking the wrong medication, having trouble following instructions from your doctor about lifestyle, diet, and referrals, lack of appointments, and so on.

5. Financial Literacy

Having good statistics is the ability to understand and manage your finances. Financial literacy is having the knowledge, skills and confidence to make sound financial decisions including, understanding how money works and how it is spent in your life, financial planning for the future and managing your finances, and making the best use of the resources at our disposal.

6. Media Literacy

It means your ability to understand the messages you are being told on television, on the radio, in video games, in movies, in the news, on social media, and more. Basically, media reading means understanding, the media is built with a specific purpose in mind, designed to make you think something, people will see the same

thing and understand it differently, constructive media is business and reflects political and cultural ideas.

7. Cultural Literacy

Cultural learning is the ability to understand all the languages, methods, thoughts and unspoken ideas that shape behavior and communication. The advantage of having a good understanding of cultural learning to know how to avoid misunderstandings and interacting well with people of other cultures. Knowing your cultural background makes you more empathetic and knowledgeable.

2.3.3 Benefit Of Literacy

Early literacy is the foundation of education. Instilling a love of reading in your child is the key to their success in the future. There are tons of advantages to developing early literacy skills at an early age. At the Martin-Pitt Partnership for Children, we help children develop reading skills during their first 2,000 days of life by increasing their access to quality early literacy materials. However, as your child's caregiver, you are their first teacher. It is up to you to help instill a love of literacy in their lives. Some advantages of teaching early literacy are as follows:

a. Neurological

Reading to a child helps develop their brains. The brain forms meaningful connections very early in life, and a child's brain grows at a much faster pace during their first five years than any other period. When you teach a child early literacy skills, the learning process influences the entire functioning and development of the brain, Talking, singing, and reading to your child strengthens the existing links among brain cells as well as forms new connections. These links

form the basis of all future learning and intellectual ability. Whether or not they can understand what you are saying, exposing your child to an Increased number of words through books, songs, and everyday conversations will help them grow up with healthier brains!.

b. Educational

When a child learns a love of reading at an early age, they will have greater general knowledge and expanded vocabulary. In addition, reading builds improved attention spans and better concentration skills. Literacy opens opportunities for academic success. This allows your child to pick up necessary knowledge and information by mastering effective literacy strategies. Exposing your child to reading will help them better comprehend what they are learning and help them to recognize a more significant number of words by hearing and sight. Early identification of common words helps enable children to learn more about their environment.

c. Psychological

Self-confidence and independence become rooted in your child when they learn to read. It promotes maturity, increases discipline, and lays a basis for moral literacy. Satisfy their curiosity with explanations of how things work while exposing them to problem-solving techniques. Your child's creativity and imagination will bloom, as well as their curiosity about people, places, and ideas. Also, learning the foundations of early literacy at home alleviates the psychological pressures put on a child in a physical classroom. Children who are not skilled in reading by third grade are more likely to drop out of high school.

Increasing your child's knowledge by incorporating reading skills into your daily routine can help boost their confidence when they begin kindergarten.

    d. Linguistic

Your child will be exposed to the most books, knowledge, and ideas the sooner you begin reading to them. Exposure to literacy at a young age leads to improved linguistic skills, a richer vocabulary, improved grammar, higher quality writing, better spelling, and more precise oral communication.

2.4 Review Of Related Finding

A similar study was conducted by Saida Nurjani (2013) with title The Effectiveness of Wordless Media-Aided Story Writing Map Strategy Picture Books in Learning to Write Fairy Tales for Class VII Students SMP Negeri 2 Depok Sleman. From the results of the study, it was concluded that that the use of the Story Writing Map strategy assisted by Wordless media Picture Books are effectively used in learning to write fairy tales. Besides In addition, the results of the study also show that there are significant differences significant relationship between the ability to write fairy tales of students who use Story Writing Map strategy assisted by Wordless Picture Books with who do not use the media-assisted Story Writing Map strategy Wordless Picture Book.

The study entitled The Effectiveness of the Story Writing Map Strategy with Media Assisted Wordles Picture Books in Learning to Write Fairy tales for Class VII Students of SMP Negeri 2 Depok Sleman are relevant to This research is on the use of picture book media without words In learning to write. The difference between this study and previous research lies in the types of learning strategies

that used, type of text, population, and place of research. Learning strategies Used for this research is Wordless Picture Books, while previous research used the Story Writing Map strategy with Wordless Picture Books media help. Text used in previous research is a fairy tale fairy tale text tested in this research is the short story text. Previous research tested in class VII SMP Negeri 2 Depok Sleman, while the researchthis was tested in class X SMA Negeri 1 Mlati Sleman.
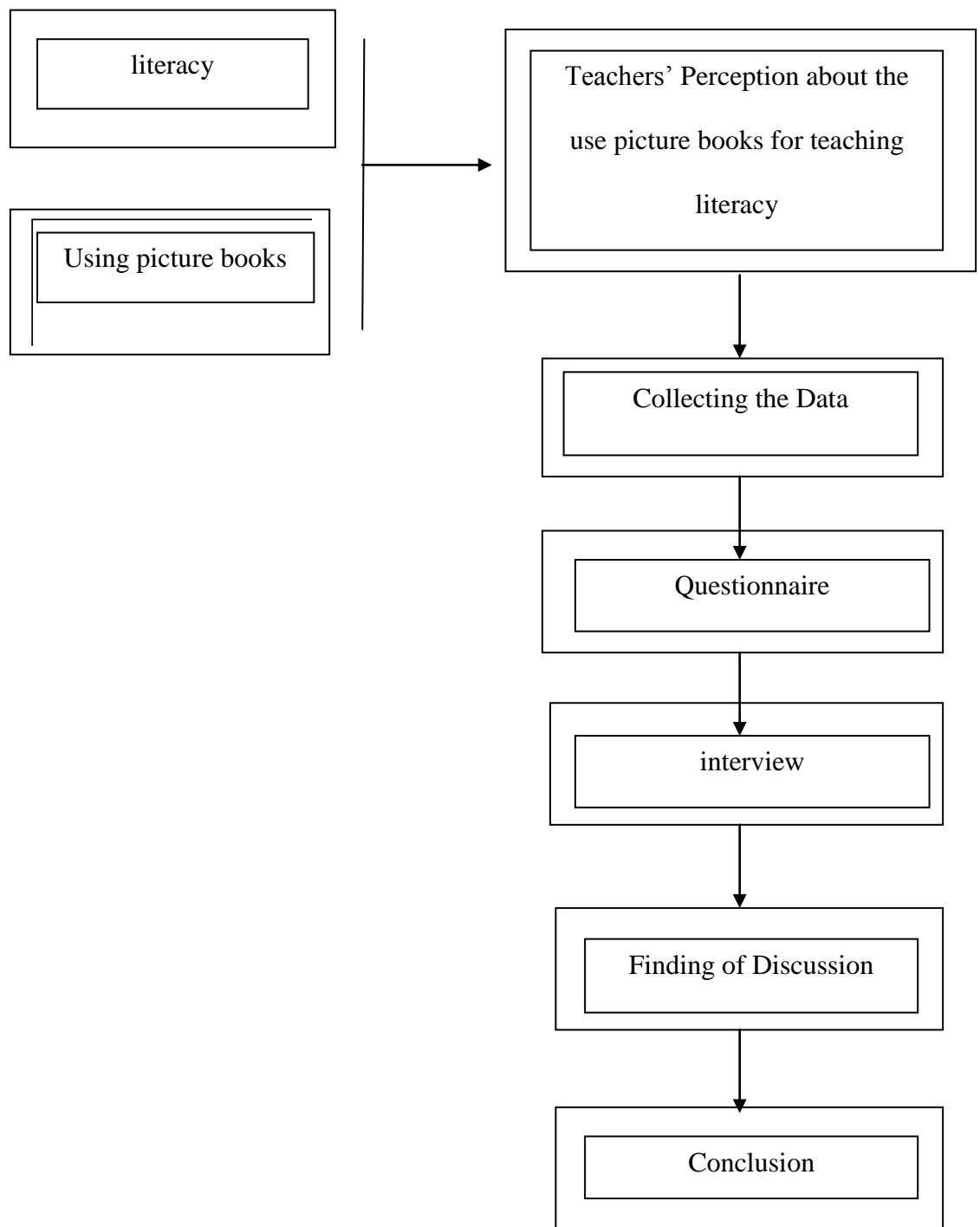
Other research that is relevant to this research is research conducted by Petra Armistany (2014) entitled Media Effectiveness Picture Books Without Words in Learning Writing Fairy tales on Class VII students of SMP Negeri 1 Jogonalan Klaten. This research using a quantitative approach with a quasi-experimental method.The research proves that wordless picture book media proven to be effective in learning to write fairy tales for students class VII SMP Negeri 1 Jogonalan Klaten. In addition, the results of the study also proves that the difference in the ability to write fairy tales between students who take part in learning to write fairy tales with using picture book media without words and students who follow learning to write fairy tales without using picture book media without words to the seventh grade students of SMP Negeri 1 Jogonalan Klaten.

The study entitled The Effectiveness of Wordless Picture Book Media in Learning to Write Fairy Tales for Class VII Junior High School Students Negeri 1 Jogonalan Klaten is relevant to the research that the researcher did,namely on the use of picture book media without words in writing learning. The difference between this research and research previously lies in the strategy, type of text, and research population. Strategy The learning method used in this research is

Wordless Picture Books,while previous research used learning strategies conventional media but using picture books without words. Text used in previous research is fairy tale text while The text that was tested in this study was the short story text. Study previously tested on seventh grade students of SMP Negeri 1 Jogonalan Klaten, while this research was tested on class X SMA State 1 Mlati Sleman.

2.5 Conceptual Framework

In this research, a conceptual framework is. This is the following figure: "the teacher presepsion in the using picture books for teaching literacy at SMKN 2 Rambah''

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┌─────────────────┐                    ┌──────────────────────────┐
│  ┌───────────┐  │                    │  Teachers' Perception    │
│  │  literacy │  │                    │  about the               │
│  └───────────┘  │                    │  use picture books for   │
│                 │ ──────────────────▶│  teaching                │
│                 │                    │  literacy                │
│  ┌───────────┐  │                    └──────────────────────────┘
│  │   Using   │  │                                 │
│  │  picture  │  │                                 ▼
│  │   books   │  │                    ┌──────────────────────────┐
│  └───────────┘  │                    │    Collecting the Data   │
└─────────────────┘                    └──────────────────────────┘
                                                     │
                                                     ▼
                                       ┌──────────────────────────┐
                                       │      Questionnaire        │
                                       └──────────────────────────┘
                                                     │
                                                     ▼
                                       ┌──────────────────────────┐
                                       │        interview          │
                                       └──────────────────────────┘
                                                     │
                                                     ▼
                                       ┌──────────────────────────┐
                                       │   Finding of Discussion   │
                                       └──────────────────────────┘
                                                     │
                                                     ▼
                                       ┌──────────────────────────┐
                                       │        Conclusion         │
                                       └──────────────────────────┘
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CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology that the research will use in this study. This chapter consists of several sections; research design, setting of the research, instrumentation, procedure of the research, technique of collecting the data, technique of analyzing the data.

3.1 Research Design

The research method that will be used in this research is qualitative research methods with a qualitative descriptive approach. Type the research used in this study is field research (field research).Research is a research that takes a unit in an institution education. While the type of analysis used is qualitative (Qualitative Research) is a research aimed at describe and analyze phenomena, events, activities, social, attitudes,beliefs, perceptions, and thoughts of a person individually or group. . In general, qualitative research has two main objectives, namely first,describe and reveal (to description and explore) and second.describe and explain. In line with the opinion of the expert, the researcher uses a research approach qualitative research in carrying out research with a focus on describe and explain. This research is included in the type of research descriptive. Stated that descriptive research aims to make a systematic, factual and actual description, picture or painting about facts, properties and relationships between existing phenomena. (Nana Saodih, 2010: 225).

The techniques that the writer used to collect the data of this study were interview and observation. The research wanted to analyze the Teachers' Preception In Using Picture Books For Teaching Literacy At SMKN 2 Rambah.

Meanwhile, according to Sukmadinata (2011: 60) who said that "Qualitative research is a research aimed at describing and analyzing phenomena, events, social activities, attitudes,beliefs, perceptions, and thoughts of people individually and in groups" Meanwhile, descriptive is not intended to test certain hypotheses,but only describes what it is about something variable, symptom or circumstances (Arikunto, 2013: 234).

Based on the opinion above, what is meant by descriptive research qualitative research in this study is a study to obtain information in depth, then describe it in a narrative form thus providing a complete picture of the events that occurred.

3.2 Setting and Time of the research

Researchers will conduct research in June at SMKN 2 Rambah. Located on Jl. Ponegoro KM 6 Suka Maju, Kec. Rambah. Kab. Rokan Hulu. Prov. Riau. Regarding the amount of time required to collect data in the field with certainty cannot be as certained, because it is very dependent on the type of and the amount of data required.Therefore, the researchers themselves must determine the division of time based on the focus of the problem, goals, and schedule pre-arranged time. So that in this research carried out in the2022 school year, namely even/odd semesters for one or two times meeting in order to obtain accurate and clear results.

3.3 Population and Sample

1. Population

The subject of research is something that has a very central position Because it is on the research subject that the data about the variables studied are located and. Observed by researchers (Arikunto, 2013: 90). According to that opinion, then the subject of research in this study is the teacher.

2. **Sample**

Determination or taking the research subject is done by using the technique of Purposive Sampling. Purposive Sampling is a sampling technique with certain considerations (Sugiyono, 2015: 124). Number of research subjects based on the sampling criteria on the teacher. There are 3 English teachers who teach only in the tenth grade as the research sample and the object of this research is to get the teacher's perception of using picture books to teach literacy in vocational schools.

3.4 Instrument of Research

Sources of data in qualitative research can come from many sources such as: such as interviews.observations, documents and audio-visual information (Creswell,2014). There are two kinds of data sources (Ajayi, 2017), as follows:Primary data is original and unique data, which is directly collected by researchers from a source such as surveys, observations, documentation,questionnaires, personal interviews, etc. In collecting data sources,research using several techniques. Researchers used interviews, questionnaires and documentation as a result of interviews with English teachers

at SMKN 2 Rambah as primary data in this study.Researchers conducted interviews with open-ended questions by giving them draw conclusions from this research. Researchers used a questionnaire with closed-ended questions as an additional resource to help researchers explain research result. Researchers also use documentation techniques because:data from interviews and data from Questionnaires were collected by researchers for evidence.

Secondary data means data collected by someone else earlier. Secondary data are the data collected by a party not related to the research study but collected these data for some other purposes and at different time in the past. If the researcher uses the data, then these become secondary data for the current user. Secondary data are government publications, websites, books, journal articles etc. The researcher uses documentation such as a book, journal etc. That related to the study as secondary data in this research.

Source of data is the result of interviews. In this study, researchers find and retrieve data from teachers' perceptions of using picture books to teach literacy. Therefore, the researchers collected perceptual data that might be expected to contribute to changes in some aspects of education,especially for English language education programs.

Instrument is tools that are required to get information. (Gay and Airasian 2000) stated that the instrument is a tool that is used in collecting data. (Sugiyono 2008) stated that in qualitative research, the instrument is the researcher themselves. In this research, the researcher is the main instrument to collect and

analyze the data. The primary instrument in this research is the researcher him self. Apart from the researcher as the primary instrument, the utterances from the interviews and questionnarie are a primary data for the researcher to analyze it directly. To do the analysis, the researcher is supported by other instruments such as journals/articles, internet, a dictionary, a smartphone, questionnaire, interview, and also document transcriptions which are relevant with the research.

In this research, the researcher used the questionnaire and interview to collect the data ''Teachers' Precepsion In Using Picture Books For Teaching Literacy At SMKN 2 Rambah''.

1. Questionnaire

Questionnaire are defined as documents containing questions and others types of items designed to collect information suitable for analysis (Baby, 1990).

There are two types of questionnaires; closed and open A list of questions. Based on the explanation above, this research uses a closed method The questionnaire was ended to find out the teacher's reaction about perceptions of using picture books to teach literacy. In a closed questionnaire, possible answers are mentioned in the questionnaire or schedule and the respondent or investigator ticks the category that best describes the respondent's answers (Ary Donald Lucy Cheser Jacobs & Sorensen, 2010).

The Likert scale is a scale used to measure perceptions, attitudes or opinions of a person or group regarding an event or social phenomenon (Bahrun, Alifah, & Mulyono, 2018; Saputra & Nugroho, 2017). There are two forms of questions on

the Likert scale, namely the form of positive questions to measure the positive scale, and the form of negative questions to measure the negative scale. Positive questions were scored 5, 4, 3, 2, and 1; while the negative question form is given a score of 1, 2, 3, 4, and 5.

It is the scale containing the statements that will be created using the following procedure:

1. Make the blue-print based on the indicator.
2. Make the item that relevant with the problem.

Every statement contains of 5 alternative answers. They are strongly agree, agree, neutral, do not agree, and strongly disagree.

Likert scaling is a bipolar scaling method, measuring either positive or negative response to the statement. Likert scale is a psychometric scale commonly involved in research that employs questionnaires. In terms of the other data characteristics, the researcher used the Likert scale, the interval scale also was used for coding for the questions (Beglar & Nemoto, 2014).

Table 3.1 Likert scale

Strongly Agree (SS)	Agree (S)	Neutral (N)	Disagree (TS)	Strongly Disagree (STS)
5	4	3	2	1

The following table 3.3 is the questionnaire. The researchers questionnaire has adopted from (Ermawati, 2020). The researcher chooses adopted from (Ermawati, 2020) because have similarity in research.

Table 3. 2 List Table of Questionnaire

After the researcher collected all the data from the questionnaire, The researcher uses a simple percentage formula to determine the teacher's perception of using picture books to teach literacy at SMKN 2 Rambah.

The formula is described in the table as follows:

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

Notes :

 P=Percentage

F= Total responses on the statements

N= Total number of students as respondent

In qualitative research, the researcher must concerns the truthfulness of the inquiry's findings of the study. The researcher had an obligation to represent the realities of the research accurate as possible in order to keep that creadibility.In order to support the data credibility in getting the valid data, the reseracher used triangulation theorities. The researcher use more than one instrument as the data collection, documentations, and theories that has been writen in the literature review.

2. Interview

Interview is a form of collecting data that is widely used in qualitative and descriptive research quantitative. As stated by Sukmadinata (2011: 216),Interviews are carried out orally in face-to face meetings individual". While Arikunto (2013: 264), said "this interview technique, There searcher comes face to face directly with the respondent or subject researched".

Meanwhile, Sugiyono stated that, there are three kinds of the interview namely, structured interviews, semi-structured interviews, and unstructured interviews. In this study, the researcher used unstructured interviews.According to Sugiyono defines that, "Unstructured interview is an interview that is free where researchers do not use the interview guides that have been arranged in a systematic and complete collection. Interview guides that are used only in the form outlines the issues to be asked" (Sugiyono, (2007).

3. Documentation

Documentation is a record of events that have passed. Documentation can be in the form of writing, pictures, or monumental works of somebody. Documents in the form of writing such as diaries, history life history, stories, biographies, regulations, and policies. Documentation in the form of images, such as photos, live images, sketches, etc. Documentation in the form of works, such as works of art, which can bein the form of pictures, statues, films, and others (Sugiyono, 2015: 329).

3.5 Technique of Collecting the Data

Data is a raw material that needs to be processed to produce data information or information, both qualitative and quantitative facts (Riduwan, 2012:5). Meanwhile, according to Arikunto (2013:161),said that the data is the result of recording researchers, both in the form of facts or numbers. Thus, information is the result of data processing that for a purpose Arikunto, used (2013:161). The reason for the researchers who conducting research for several meetings is to get clear and complete data on "Teachers' Perception In Using Picture Books For Teaching" Literacy At Students At SMKN 2 Rambah".

To collect the data for this research, researcher will use interview, questionare and documentation.Data collection for this study will be divided into the following steps: First, the researcher conducted interviews with English teachers to find out the strategies used in improving students' literacy in learning English and all aspects of perception prepared by the teacher.The researcher prepares a list of questions but does not have to ask them all, or touch them in a particular order, using them to guide the conversation. In some cases, the researcher only prepares a list of general topics to be discussed, called an interview guide.Second, the researcher made a questionnaire for the teacher about the teaching activities carried out by the teacher. It aims to determine the classroom situation and student responses to literacy using picture books used by teachers in student learning.

3.6 Technique of Analyzing the Data

According to Julfadrial (2012: 162) after the data is completed the next stage is data analysis. At this stage the data is processed and utilized in such a way so that

it can conclude the truths that can be used to answer the questions posed in the research.

Meanwhile, according to Sugiyono, (2008:334), Miles and Huberman,(1984:19) stated that activities in qualitative data analysis were carried out interactively and takes place continuously until, so that the data is more on the aspect of in-depth understanding of a problem than looking at the problem for research generalization of the data obtained from the results, interviews, questionnaires and documentation with the following stages:

1. Data Reduction

The data obtained from the field is quite a lot, for thatit is necessary to note carefully and in detail, as has been stated, the longer researchers in the field, the number is increasing, complex and complicated. For it is necessary to immediately carry out data analysis through data reduction. Data reduction means summarize, choose the main things, focus on the things that are important, look for themes and patterns. Thus the reduced data will give clearer picture, and make it easier for researchers to do further data collection, and search when needed. Data reduction can be done help with electronic equipment such as mini computers, by providing code on certain aspects. According to Miles and Huberman (in Sugiyono,2013:15-19).

2. Data display

According to Miles and Huberman (in Sugiono, 2012 :156) After the data reduced, then the next step is to display the data if it is in qualitative research the presentation of this data can be done in the form of tables, graphs,phie chard,

pictograms and the like. Through the presentation of the data, the data organized, arranged in a pattern of relationships, so it will be easy to understand.

In qualitative research, data presentation can be done in the form of a description briefs, charts, relationships between categories, flow chards and the like.

   3. Conclusion drawing

The third step in qualitative research according to Mules and Huberman (in Sugiyono, 2012:158)is the conclusion of verification. Conclusion The initial proposals stated are still temporary, and will change if they do not found strong evidence that supports the data collection stage the next one. But if conclusions are found at an early stage,supported by valid and consistent evidence when the researcher returns to field of data collection, then the conclusions put forward are:credible conclusion. Thus the conclusion in the research qualitative research may be able to answer the formulation of the problem formulated since early, but maybe not, because as it has been found that the problem and problem formulation in qualitative research is still temporary and will develop after the research is in the field.