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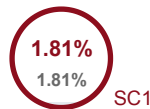
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The Use of Picture Book Entitled The History of Surabaya in Learning Vocabulary
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Abstract : The need for effective printed teaching materials in English as a Foreign Language (EFL) has inspired language teachers to develop strategies which integrate text and visual information. A powerful means of facilitating students' understanding, motivation, and cultural awareness **is the use of the** picture book combining narrative text with illustrations. This research developed Picture Book - The History of Surabaya, a teaching material that was simplified in English with sequential picture and was based on local legend of Surabaya. Words and pictures combined serve as scaffold for students to comprehend the progression of the story, grow meaning of words, and master the moral values of the story. Picture Book- The History of Surabaya, pictorially can be applied in classroom by appealing to the students' reading aloud, sequencing, retelling, and group discussion. These practices enhance understanding and narration skills, in addition to supporting intercultural learning while connecting local heritage to language acquisition. Generally, employing picture books as supplementary materials in EFL classes is encouraged to improve linguistic proficiency as well as cultural understanding.

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Keywords: Picture Book, Reading Comprehension, Narrative Text, Learning Media

Abstrak : Kebutuhan akan bahan ajar cetak yang efektif dalam Bahasa Inggris sebagai Bahasa Asing (EFL) telah menginspirasi guru bahasa untuk mengembangkan strategi yang mengintegrasikan teks dan informasi visual. Salah satu cara yang efektif untuk memfasilitasi pemahaman, motivasi, dan kesadaran budaya siswa adalah penggunaan buku bergambar yang menggabungkan teks naratif dengan ilustrasi. Penelitian ini mengembangkan Buku Bergambar - Sejarah Surabaya, bahan ajar yang disederhanakan dalam bahasa Inggris dengan gambar berurutan dan didasarkan pada legenda lokal Surabaya. Kombinasi kata dan gambar berfungsi sebagai bingkai pendukung bagi siswa untuk memahami perkembangan cerita, memperluas makna kata, dan menguasai nilai moral cerita. Buku Gambar - Sejarah Surabaya dapat diterapkan di kelas dengan melibatkan siswa dalam membaca keras-keras, mengurutkan gambar, menceritakan kembali, dan diskusi kelompok. Praktik-praktik ini meningkatkan pemahaman dan keterampilan narasi, serta mendukung pembelajaran antarbudaya sambil menghubungkan warisan lokal dengan penguasaan bahasa. Secara umum, penggunaan buku gambar sebagai bahan pelengkap dalam kelas bahasa Inggris sebagai bahasa asing (EFL) dianjurkan untuk meningkatkan kemahiran linguistik serta pemahaman budaya.

Kata Kunci: Cerita Bergambar, Pemahaman Membaca, Teks naratif, Media Pembelajaran

1. INTRODUCTION

Narrative text are crucial English learning materials that help develop students' reading comprehension, creativity and cultural literacy. However, students sometimes struggle with story structure, vocabulary and the morals. Studies have indicated that picture-based learning media, such as pictures series and storybooks, can improve students' ability in writing and understanding of a narrative text[1][2] [3]. Furthermore, electronic story books are found to be effective in enhancing reading comprehension and critical thinking[4][5][6]. By turning the Surabaya legend into a picture book this product not only develops linguistic skills but also enriches cultural understanding, supporting the integration of local identity in English learning. In addition, Picture books provide visual scaffolding that makes narrative more accessible for learners of different proficiency levels[7][8]. They also encourage motivation and engagement, creating a more meaningful reading experience in EFL classroom[9].

2. THE USE OF PICTURE BOOK ENTITLED HISTORY OF SURABAYA IN LEARNING VOCABULARY

1. Information on Picture Book - The History of Surabaya

Picture books are effective resources to promote reading comprehension in students, because they integrate text with illustrational means in which meaning is constructed[10]. The images are scaffolding to support students in decoding language, predicting what will happen in the story, and remembering vocabulary[11][12]. Through narrative texts and sequential pictures, students are led to understand orientation, complication, climax, and resolution without depending on text solely.

2. Preparation of Picture Book

 1. Each page of the picture book presents short English sentences that are directly supported by illustrations.
 2. The story is adapted from the Surabaya legend of Sura (shark) and Baya (crocodile).
 3. Vocabulary is simplified to suit learners' levels and accompanied by visual cues.
 4. The layout is designed in a sequential panel format to make the storyline easy to follow.

3. Implementation in Learning Activities

 5. Reading Aloud: The teacher or students read the sentences while observing the illustration to build comprehension.
 6. Story Sequencing: Students arrange the picture panels in the correct order to understand the flow of the story.
 7. Vocabulary Identification: Learners highlight and practice new words supported by the visuals.
 8. Discussion: Groups discuss the characters, conflicts, and morals found in the story.
 9. Retelling: Students retell the story using their own words or role-play the characters.

3. CONCLUSION

The implementation of Picture Book - The History of Surabaya is reliable in explaining English narrative text. Through simple text and illustration, the book makes stories easy **to understand and it can be** a part of the students' early successes with reading, vocabulary, comprehension and culture[13]. The modular nature of **the course enables students to** approach the plot structure of the stories step by step, reviewing and building upon their knowledge, and showing clear way to completion of the material. This picture book not only improves reading skill but also connect language learning with local heritage. Therefore, it can serve as a practical meaningful resource for teachers in supporting students' learning of narrative texts in EFL Classrooms.