



**THE EFFECT OF USING PICTURE IN SERIES ON THE EIGHTH
GRADE STUDENTS` READING COMPREHENSION ACHIEVEMENT
AT SMP NEGERI 2 KENCONG JEMBER**

THESIS

**By
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2014



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Language Education Study Program, Language and Arts Department
The Faculty of Teacher Training and Education, Jember University

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STATEMENT OF THESIS AUTHENTICITY

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February 12th, 2014

DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved father and mother.*
- 2. My brother and all my family.*

MOTTO

“The more that you read, the more things you will know. The more that you learn,
the more places you'll go.”

~Dr. Seuss

CONSULTANTS' APPROVAL

THE EFFECT OF USING PICTURE IN SERIES ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMP NEGERI 2 KENCONG JEMBER

THESIS

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, January 30th 2014

The Writer

TABLE OF CONTENTS

| | Page |
|--|------|
| TITLE PAGE | ii |
| STATEMENT OF THESIS AUTHENTICITY | iv |
| DEDICATION | v |
| MOTTO | vi |
| CONSULTANTS' APPROVAL | vii |
| APPROVAL OF THE EXAMINATION COMMITTEE | viii |
| ACKNOWLEDGMENT | ix |
| TABLE OF CONTENTS | x |
| LIST OF TABLES | xiii |
| LIST OF APPENDIXES | xiv |
| SUMMARY | xv |
| | |
| CHAPTER 1. INTRODUCTION | 1 |
| 1.1 Background of the Research | 1 |
| 1.2 Problem of the Research | 3 |
| 1.3 The Objective of the Research | 3 |
| 1.4 The Significances of the Research | 3 |
| 1.4.1 The English Teacher | 3 |
| 1.4.2 The Students | 4 |
| 1.4.3 The Future Researchers | 4 |
| | |
| CHAPTER 2. REVIEW OF RELATED LITERATURE | 5 |
| 2.1 Reading Comprehension | 5 |
| 2.2 Reading Comprehension Achievement | 6 |
| 2.2.1 Word Comprehension | 7 |
| 2.2.2 Sentence Comprehension..... | 8 |
| 2.2.3 Whole text comprehension | 9 |

| | | |
|---|--|----|
| 2.3 | Types of Text | 10 |
| 2.4 | Media in Language Teaching | 11 |
| 2.5 | Pictures as Language Teaching Learning Media | 12 |
| 2.6 | Picture in series as Language Teaching Media | 14 |
| 2.7 | The Implementation of Picture in series in the Reading Class | 14 |
| 2.8 | The Strengths and Weaknesses of Picture in series in Teaching Reading Comprehension | 15 |
| 2.9 | The Relevant Previous Research Results | 16 |
| 2.10 | The Practice of Teaching Reading Skill at SMP Negeri 2 Kencong Jember | 17 |
| 2.11 | Research Hypothesis Formulation | 18 |
| CHAPTER 3. RESEARCH METHODS | | 19 |
| 3.1 | Research Design | 19 |
| 3.2 | Operational Definition of the Key Terms | 21 |
| 3.2.1 | Picture in series | 21 |
| 3.2.2 | Reading Comprehension Achievement | 21 |
| 3.2.3 | Paragraph Comprehension | 22 |
| 3.3 | Treatment | 22 |
| 3.4 | Similarities of the experimental class and control class | 23 |
| 3.5 | Area Determination Method | 23 |
| 3.6 | Respondent Determination Method | 24 |
| 3.7 | Data Collection Methods | 24 |
| 3.8 | Data Analysis Method | 28 |
| CHAPTER 4. RESULT AND DISCUSSION | | 30 |
| 4.1 | The Selection of Materials for this Research | 31 |
| 4.1.1 | The Materials for Teaching and Learning Activities | 31 |

| | | |
|-------------------|---|----|
| 4.1.2 | The Materials for the Pre-test and Post-Test..... | 31 |
| 4.2 | The Result of the Secondary Data | 31 |
| 4.2.1 | The Result of Interview | 32 |
| 4.2.2 | The Result of Documentation | 32 |
| 4.3 | Homogeneity Analysis | 33 |
| 4.4 | The Description of the Treatment | 34 |
| 4.5 | The Analysis of the Test Validity | 34 |
| 4.6 | The Analysis of the Try-Out Result | 34 |
| 4.6.1 | The Analysis of Difficulty Index (P) | 34 |
| 4.6.2 | The Analysis of the Reliability Coefficient | 35 |
| 4.7 | The Results of the Main Data | 36 |
| 4.8 | The Hypothesis Verification | 36 |
| 4.9 | Discussion | 36 |
| CHAPTER 5. | CONCLUSION AND SUGGESTION | 39 |
| 5.1 | Conclusions | 39 |
| 5.2 | Suggestions | 39 |
| 5.2.1 | The English Teacher | 39 |
| 5.2.2 | The Students | 39 |
| 5.2.3 | The Other Researchers | 40 |

REFERENCES

APPENDIXES

TABLES

LIST OF TABLE

| | |
|--|----|
| 3.1 The design of the research | 20 |
| 3.4 The Research Similarities | 23 |
| 4.1 The Schedule of Administering the Data Gathering..... | 30 |
| 4.2 The Total Number of the Eighth Grade Students of SMP Negeri 2 Kencong Jember in the 2013/2014 Academic Year | 32 |
| 4.3 ANNOVA | 33 |
| 4.4 The Schedule of Administering the Treatment..... | 34 |

THE LIST OF APPENDICES

| | Page |
|---|-------------|
| A. Research Matrix | 45 |
| B. Supporting Data Instrument | 46 |
| C. The Result of Interview With English Teacher | 47 |
| D. The Total Number of Eighth Grade Students of SMP Negeri 2 Kencong Jember in the 2013/2014 Academic Year | 48 |
| E. The Schedule of the Research | 49 |
| F. The Name of the Respondent..... | 50 |
| G. The Result of Difficulty Index of Test Items | 52 |
| H. Reliability of the Pre-Test | 53 |
| I. Reliability of the Post-Test | 55 |
| J. Corelations | 57 |
| K. Specification Table of the Test Items in the Pre-Test and Post Test | 59 |
| L. The Result of Main Data | 60 |
| M. The Examples of picture in series | 63 |
| N. Pre-Test | 69 |
| O. Lesson Plan 1 | 73 |
| P. Lesson Plan 2 | 88 |
| Q. Post Test | 102 |
| R. Surat Permohonan Ijin Penelitian | 103 |
| S. Surat Keterangan | 104 |

SUMMARY

The Effect of Using Picture in series on the eighth Grade Students` Reading Comprehension Achievement at SMP Negeri 2 Kencong Jember; Gurit; 060210401115; 2013; English Education Program of Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

This research was conducted to investigate the effect of using picture in series on the eighth grade students' reading comprehension achievement at SMP Negeri 2 Kencong Jember in the 2012/2013 academic year. The population of this research was all of the eighth year students of SMP Negeri 2 Kencong Jember in the 2013/2014 academic year. The experimental and the control group were determined based on the eighth year students' formative test score of English test in 2013/2014 academic year that was taken from the school document. It was analyzed by SPSS software in order to know the homogeneity of the population. The researcher analyzed the formative test score of all the seven classes of eighth grade students. The result showed that the population was homogeneous. Thus, the respondents determined by using lottery. Then, 32 students of VIII-D were selected as the experimental group taught reading comprehension by using picture in series. While 30 students of VIII-A were selected as control group taught reading comprehension without picture in series.

Before conduct the teaching learning process the researcher administered the pre test for both experiment and control class. After giving treatment for twice, the researcher gave a post test (reading comprehension achievement) for both groups. Then, the students' score were analyzed by using the Independent sample t-test with SPSS.

Based on the calculation, the result of this research showed that there was a significant effect of using picture in series on the eighth grade students' reading comprehension achievement. It was proven by the value significant

column of t-test table by using SPSS software, and the result was 0,045 which was lower than 0,05 (significant level of 5%). This means that the null hypothesis (H_0) formulated: “There is no significant effect of using picture in series on the eighth grade students’ reading comprehension achievement at SMP Negeri 2 Kencong Jember in the 2013/2014 academic year” was rejected, thus the alternative hypothesis: “There is significant effect of using picture in series on the eighth grade students’ reading comprehension achievement at SMP Negeri 2 Kencong Jember in the 2013/2014 academic year” was accepted.

The research revealed that there was a significant effect of using picture in series on the eighth grade students’ reading comprehension achievement at SMP Negeri 2 Kencong Jember in the 2013/2014 academic year. Therefore, it is recommended for the English teacher to use picture in series as an alternative media in teaching reading.