



**THE EFFECT OF USING COMPOSITE PICTURES ON READING  
COMPREHENSION ACHIEVEMENT OF THE SEVENTH GRADE  
STUDENTS AT SMPN 2 TENGGARANG BONDOWOSO**

**THESIS**

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JEMBER UNIVERSITY**

**2013**



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**Composed to fulfill one of the requirements to obtain S1 Degree  
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**2013**

## **STATEMENT OF THESIS AUTHENTICITY**

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JANUARY 23<sup>rd</sup>, 2013

## CONSULTANT'S APPROVAL

### THE EFFECT OF USING COMPOSITE PICTURES ON READING COMPREHENSION ACHIEVEMENT OF THE SEVENTH GRADE STUDENTS AT SMPN 2 TENGGARANG BONDOWOSO

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## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved father Subagyo and my beloved mother Santa
2. My beloved sister, Wardah Laily Nurbaity

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First of all, I would like to express my greatest gratitude to Allah S.W.T., the Almighty, who always leads and provides blessing and guidance to me, so I can finish my thesis entitled *“The Effect of Using Composite Pictures on Reading Comprehension Achievement of the Seventh Grade Students at SMPN 2 Tenggarang Bondowoso”*.

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7. The Principal, the English teacher, and the students of the seventh grade students of SMPN 2 Tenggarang Bondowoso who helped me and gave permission to obtain the data and involved in this research,

I believe that this thesis might have some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, January 2013

The Writer

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## SUMMARY

**The Effect of Using Composite Pictures on Reading Comprehension Achievement of the Seventh Grade Students at SMPN 2 Tenggarang Bondowoso;** Varibia Zulkarnaen, 080210401075; 2012:40 pages; English Education Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University

There are four language skills that should be mastered by the students who study the language namely; listening, speaking, reading, and writing. As it is stated in the 2006 Institutional Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP, 2006:2)*, the main objective of teaching English at Junior High School is to help students master the four language skills and reading is one of the language skills that should be mastered by the students. In teaching reading, the English teacher should apply the appropriate media in the reading class that helps the students get message or the information from the text easily. Therefore, applying Composite Pictures as one of media can help the students to comprehend the reading materials effectively.

This research was an experimental research. The purpose of this research was to know whether or not the use of Composite Pictures had a significant effect on the seventh grade students' reading comprehension achievement at SMPN 2 Tenggarang Bondowoso. The area of this research was SMPN 2 Tenggarang Bondowoso. It was chosen purposively because the use of Composite Pictures had never been used in teaching learning process in this school.

The population of this research was the seventh grade students of SMPN 2 Tenggarang Bondowoso in the 2011/ 2012 academic year. The research respondents were determined by cluster random sampling through a lottery. The total number of the respondents was 72 students that consisted of 36 students of VII B as the

experimental group taught by using Composite Pictures, while the control group consisted of 36 students of VII D taught by using Question-Answer method.

The data of this research were collected from the students' scores of reading comprehension test, interview and documentation. The reading comprehension test was collected from the post test to make comparison between the two groups after the treatment, and the result was analyzed by using t-test formula. Based on the computation of the t-test formula of the scores of the post test on reading comprehension achievement test, it showed that the statistical value of t-test was 3.016 while the value of t-table at significant level 5% with df (70) was 2.00. It means that the statistical value of t-test was higher than that of t-table. Consequently, the null hypothesis ( $H_0$ ): "The use of Composite Pictures has a significant effect on the Seventh grade students' reading comprehension achievement at SMPN 2 Tenggara Bondowoso" was rejected. On the other hand, the alternate hypothesis: "The use of Composite Pictures has a significant effect on the Seventh grade students' reading comprehension achievement at SMPN 2 Tenggara Bondowoso" was accepted. It indicated that there was a significant effect of using Composite Pictures on the seventh grade students' reading comprehension achievement at SMPN 2 Tenggara Bondowoso.

Based on the result of this research, the English teacher is suggested to apply composite pictures as media to teach English, especially to teach reading comprehension skill. Further, the students of SMPN Negeri 2 Tenggara are suggested to use Composite Pictures not only in school but also at home. They can use Composite Pictures to improve their reading comprehension achievement, because studying reading comprehension through Composite Pictures is interesting, and motivating the students to comprehend the reading text quickly. Moreover, it is suggested that the result of this research can be used by the future researchers as a reference or information in conducting the same study in the future researches by using different research design such as a classroom action research to improve the students' reading comprehension through Composite Pictures or using the same design, that is, an experimental study to know the effect of using Composite Pictures but in different grade.