THE EFFECT OF USING TELLS ON STUDENTS READING COMPREHENSION AT MTSN 2 KEDIRI

THESIS

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute of Kediri (IAIN).

Kediri, April 30th 2020

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Demikian agar maklum dan atas kesediaan bapak kami ucapkan banyak terima kasih.

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Setelah diperbaiki materi dan susunanya, sesuai dengan beberapa petunjuk dan tuntutan yang telah diberikan dalam siding munaqosah yang dilaksanakan pada tanggal ………..2020 kami dapat menerima dan menyetujui hasil perbaikanya.

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MOTTO

Allah didn't burden a person, unless appropiate in the ability.

(QS. Al-Baqarah : 286)

Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do.

(Mark Twain)

DEDICATION

This thesis is dedicated to :

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this is useful for researcher in particular and the readers in general.

Kediri,   April 2020

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ABSTRACT

Apriliani, S N, (2020): The Effect of Using TELLS on Students' Reading Comprehension at MTsN 2 Kediri.

Keywords: Reading Comprehension, TELLS, Descriptive Text

Based on the researcher's preliminary study, it was found that the students could not comprehend the meaning of texts in their text book at the school. This problem was caused by some factors, for example, some students could not understand about the content of reading text and identify the detailed information of the text. So, the rearcher was interested in carrying out the research about this problem. The main purpose of this research was to find out the significant effect of using TELLS strategy toward students' reading comprehension.

The design of this research was quasi- experimental design, non-equivalent control group design. The research was administered at MTsN 2 Kediri. The population of this research was the seventh grade students. The total number of population was 62 students. The researcher used cluster sampling by taking two groups only as sample; group VII-J consisted of 31 students as experimental group and group VII-K consisted of 31 students as control group, so the number of sample from two groups was 62 students. To analyze the data, the researcher adopted ANCOVA formula by using SPSS 21.

The data were obtained from the student's pre test and post test scores in experimental group which taught by using TELLS strategy. The data of pre test shows that the score is 48 up to 88. It means that the lowest score in experimental group is 48, while the highest score is 88. The mean is 72.00, the mode is 76, the median is 76,00 and the standard deviation is 9.466. The data of post test in experimental class shows that the score is 60 up to 92. It means that the lowest score in experimental group is 60, while the highest score is 92. The mean is 82.45, the mode is 88, the median is 84.00 and the standard deviation is 7.775.

From the data above, it can be concluded that the student's score in post test is higher than the students score in pre test. It can be proved from the mean score of post test (82,45) is higher than the mean score of pre test (72,00). From calculating the hypothesis test, it is known The result of significant value of group class is 0,023 which is lower than 0,05 ($p<.05$), so that there is significant different between experimental and control class. Point out the ANCOVA analysis, the "corrected model" value is reviewed. The result of corrected model is 0,000 which is lower than 0,05 ($p<.05$). This is also supported by the mean value of the experimental class of 82.45 which is higher than the control class of 66.97. Based on the computation above, it can be seen that TELLS strategy is more effective on students reading comprehension for the first grade at MTsN 2 Kediri.

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