

**THE EFFECTIVENESS OF JUMBLED PICS STORIES IN
TEACHING READING**

THESIS



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RATIFICATION SHEET

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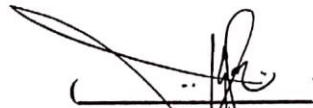
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MOTTO

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel”

~Maya Angelou~

“Vision without action is a daydream. Action without vision is a nightmare.”

~Japanese Proverb~

DECLARATION OF AUTHENTICITY

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I herewith declare that I wrote this thesis on my own and did not use any unnamed sources or aid. Thus, to best my knowledge and belief, this thesis contains no material previously published or written by another person except where due reference is made by correct citation. This includes any thoughts taken over directly or indirectly from printed books and articles as well as all kinds of online material. It also includes my own translation from sources in a different language.

This thesis is to fulfill the requirement for the degree of *Sarjana* (SI) in English Study Program, State Islamic Institute of Kediri.

Kediri, June 24th, 2022

The researcher



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ABSTRACT

Anggraini, Melen Benene Loh. 2022. *The Effectiveness of Using Jumbled Pics Stories in Teaching Reading*. Thesis. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisor: 1) Dr. Sri Wahyuni, M.Pd. 2) Annisa Aulia Saharani, M.Pd.

Key words: reading, teaching reading, jumbled pics stories, jumbled sentences, and recount text.

Reading is an activity or process in getting information from the text. Teaching reading is telling how to or helping someone know how to read and get information and points from the text. There are some difficulties in teaching reading. The first is dealing with students who are bored with teaching reading. The second is vocabulary-oriented teaching. In this study, the researcher use Jumbled Pics Stories to teaching reading. The researcher tries to provide a new effective way of teaching reading to students in an easy, fun, and interesting way. The objective of this research is to find out whether Jumbled pics stories media is effective or not in teaching reading comprehension.

This research is experimental research. The subject of the studies is the students at tenth grade of SMAN 1 Plosoklaten. The research design is quasi-experimental design. It is carried out with the aid of comparing groups, experimental group and control group. Every group includes 35 and 36 students. The experimental group is conducted at class X MIPA 1 that taught by using using Jumbled pics stories media and control group is conducted at class X MIPA 2 this is taught by using Jumbled Sentences. In this research, the researcher gave pre-test and post-test to both groups. Then, the result of the test was calculated by using ANCOVA.

The result of pre-test, the mean score of experimental group is 54.67 even as the mean score of control group is 54.51. In the post-test, the mean score of experiment group is 81.11 even as the mean score of control group is 74.74. Then, within the result of ANCOVA assumption show that the distribution is normal that is $p(0.145) > \alpha(0.05)$ for pre-test of experimental, $p(0.083) > \alpha(0.05)$ for pre-test control, $p(0.05) > \alpha(0.05)$ for post-test experimental, and $p(0.169) > \alpha(0.05)$ for post-test control. The following is the homogeneity variance of each groups is equal this is $p(0.197) > \alpha(0.05)$. There is no interaction among covariate and independent, as evidenced with the aid of $p(0.634) > \alpha(0.05)$. Then, there is a significant relationship among the covariate and the dependent variable, $p(0.000) < \alpha(0.05)$. Then, the end result of statistical computation of ANCOVA reveals that the result is significant at $p(0.000) < \alpha(0.05)$, because the significant value is smaller than 0.05, statistically there is enough proof to reject null hypothesis, then the alternative hypothesis is accepted. It means that teaching reading by using Jumbled pics stories media is effective.

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Kediri, June 2022

The Writer

DEDICATION

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