

**THE EFFECTIVENESS OF USING JUMBLED PICTURE STORIES IN
TEACHING READING AT SMAN 1 JENANGAN PONOROGO**

THESIS



By:

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ABSTRACT

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Key Word: Jumbled Picture Stories, Jumbled Paragraphs, Recount Text and Reading.

The purpose of this research was to compare whether students who are taught by using jumbled picture stories get better score in reading recount text than those who are taught by using jumbled paragraphs at tenth graders of SMAN 1 Jenangan Ponorogo in the Academic Year 2019/2020.

This research applied quantitative approach and used quasi-experimental design. This research used two classes as experimental class and control class. The population was taken from the tenth graders of SMAN 1 Jenangan Ponorogo in the Academic Year 2019/2020. Total of the sample in this research were 42 students. Experimental class was 21 students and control class also had the same number. The procedure of data collection was giving test. To analyze the data, the researcher used t-test formula to know whether students who are taught by using jumbled picture stories get better score in reading recount text than those who are taught by using jumbled paragraphs.

The result of the research showed that the value of t_0 between students' reading comprehension achievement who were taught by using Jumbled Picture Stories and students who were taught by using Jumbled Paragraphs was 2,880. The result of computation using t-test formula of 5% significant level was 2,021. The t_0 was higher than t_t , so that H_a was accepted and H_0 was rejected.

Overall from the calculation, it can be concluded that students who are taught by using jumbled picture stories get better score in reading recount text than those who are taught by using jumbled paragraphs at tenth graders of SMAN 1 Jenangan Ponorogo in the Academic Year 2019/2020. It becomes important for the teacher to increase and develop their ability in teaching reading. The teacher should be able to use the appropriate media in teaching reading to make the students more active and be able to understand the material.

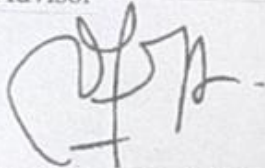
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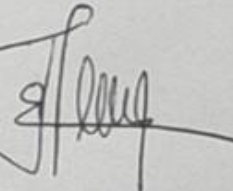


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CHAPTER I

INTRODUCTION

This chapter introduced the whole of the research content which involves: background of the study, scope and limitation of the study, research questions, research objectives, significances of the study, and organization of the study. It has a purpose to introduce the research.

A. Background Of The Study

Language is the primary communication for humans. Language is used to communicate, to interact socially, to entertain, and to inform. There are so many languages used all around the world. Among all of them, English is the most important one. English has become an international language that is used almost in all areas of global life. English has also become a language that dominates the era of communication. It is used to connect and transfer knowledge to the world. The position of English in Indonesia is as the first foreign language. English is rarely used in the life of Indonesian because English is a foreign language. Indonesian consider English as a foreign

language so that they just use it for certain purposes like having a test, taking a job, etc.¹

Teaching English in Indonesia is different from teaching English in a country that uses English as a second language. Although the Indonesian students have learned English since Elementary School to Senior High School, they only learn the basics of English. It is still hard to find students with good English proficiency. There are four language skills in teaching English; listening, speaking, reading, and writing. Among those four skills, reading plays a very important role. Reading is a fundamental skill upon which all formal education depends. Reading is a process that can update someone's knowledge.² Reading is not easy for students to be learned. In reading, students have to comprehend the meaning of what they read. Comprehension is an active process that involves the child integration of prior knowledge with information the text to comprehend that text.³ Reading comprehension has the main objective in teaching-learning at junior high school and senior high school. Ironically, there are still very limited students who can get good achievement in reading comprehension.

Based on the researcher's interview with one of the English teachers in SMAN 1 Jenangan Ponorogo, it was found that many students had a lack of

¹Hanif Maulaniam Sholah, "English Language Learning Strategies: The Case of Indonesian Monolinguals vs. Bilinguals," *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 1 (July, 2019), 2.

² M.F. Patel & Praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques*, (Jaipur: Sunrise Publishers, 2008), 113.

³ Frant, *Teaching Reading and Writing* (United States of America: British Library, 2008) 179.

proficiency in learning English especially in reading comprehension.⁴Based on the interview with some students, some of them got difficulty in comprehending the text because of their limited vocabulary and memory.⁵ Besides, students never practiced to read because they were lazy to read the text in English. Students' laziness in the reading process was caused by many factors such as their low interest in the English learning process and also the media which was used by the teacher during the teaching-learning process.⁶ Students' interest in the reading process influences their reading skills. It also affects their achievement since they need their reading skill to finish their examinations.

People consider reading as a number one factor to get success learning. In the learning process, students usually read paragraph or essay which are available in their book. There are many text genres that students learn in their school. Recount text is one of them. Recount text is a text telling the reader about a story, an action, or an activity. The purpose of this text is to inform or entertain the readers. It tells an event in the past time chronologically.⁷ It is also a kind of text that is taught in Senior High School.

Teaching reading in senior high school is not easy. Teachers need to know how to improve students' ability in reading. Teachers can use appropriate media which can be applied in teaching reading. The appropriate

⁴ Interview with Mrs. Rahajeng Drianing W., S.Pd as English teacher in SMAN 1 Jenangan Ponorogo on November, 4th 2019.

⁵ Interview with some students of SMAN 1 Jenangan Ponorogo.

⁶ Observation in SMAN 1 Jenangan Ponorogo on November, 4th 2019.

⁷ Dolar Yuwono, *Writing, From Practice to Theory; Getting Smart and Creative to Write*, (Yogyakarta: Magnum Pustaka Utama, 2016), 23.

media can improve students' interest in learning English especially in the reading process. The use of inappropriate learning techniques makes students feel bored in the reading process. Media can help the teacher to make the situation in the classroom feel better. It can improve students' interest in the reading process.

The use of an interesting media in the reading process enhances the students' interest and motivation in learning. There are some advantages of using media in teaching and learning process. First, it makes English learning simple and perfect. Second, it decreases of using the mother language. Third, it gives children motivation. Fourth, it makesthe learning process easier. Fifth, it writes perception. The perception has multiple meanings. Finally, the use of media makes the learning process interesting and interactive.⁸

There are many kinds of media which can be used by teacher in teaching-learning process, such as video, television, diagrams, printed materials, computers, and instructors.⁹ Printed material is one kind of media that can be used by the teachers in teaching reading comprehension. It can help the teacher to improve students' interest in reading. Teacher can use picture stories and paragraphs in their printed materials. The teacher only needs to cut the picture stories and paragraphs and make them to be jumbled picture stories and jumbled paragraphs. It is one of the interesting media which teachers can apply in teaching reading comprehension. The teacher has been used media before in teaching reading comprehension. The teacher has

⁸ Kasihani, *English for Young Learners* (Jakarta: Sinar Grafika, 2008), 101.

⁹ Ibid., 10.

been used jumbled paragraphs as learning media before and the researcher used jumbled picture stories as a new media in teaching reading recount text.¹⁰

Jumbled have similar meaning with mixed. Jumbled picture is mixed pictures that students have to arrange into a well structured picture. Jumbled Pictures Story is used to help students comprehend a text by rearranging the story of the pictures into an appropriated sequence based on the text that they have read.¹¹ Wood and Tinajero claim that pictures can be used as stimuli to promote students' knowledge that is important in their learning process to be successful in all subject areas.¹² Meanwhile, jumbled paragraphs are illogical paragraphs that are unstructured into a good paragraph. Jumbled paragraph is similar to a scrambled paragraph. Kaplan states that through scrambled paragraphs, our ability is tested in organizing the sentences into logically organized ideas.¹³

Considering the above facts, the researcher conducted a research entitled: **The Effectiveness of Using Jumbled Picture Stories in Teaching Reading at SMAN 1 Jenangan Ponorogo**. This study was intended to know the students' reading comprehension achievement in recount text after being taught by using jumbled picture stories and jumbled paragraphs.

¹⁰ Interview with Mrs. Rahajeng Drianing W., S.Pd as English teacher in SMAN 1 Jenangan Ponorogo on November, 4th 2019.

¹¹ A. Y. Puspitasari, "Improving students in writing skill by using jumbled picture in narrative text," *Jurnal Ilmiah Bahasa dan Sastra*, 1 (2018), 25-26.

¹² K. D. Wood & J. Tinajero, "Using pictures to teach content to second language learners: Research into practice" *Middle School Journal*, 5 (2002), 47-51.

¹³ Kaplan Darcy Galane, *New York City Specialized High Schools Admissions Test* (Kaplan Publishi, 2008), 19.

B. Scope And Limitation Of The Study

This study limits on the difference between the students' achievement after being taught by using jumbled picture stories and jumbled paragraphs in reading recount text at the tenth graders of SMAN 1 Jenangan Ponorogo in Academic Year 2018/2019.

C. Research Question

Based on the background above, the research question is formulated as follows:

“Is there any significant difference between teaching reading recount text by using jumbled picture stories and jumbled paragraphs?”

D. Research Objective

Based on the research question, this study has objective described as follows:

“To find out the significant difference between teaching reading recount text by using jumbled picture stories and jumbled paragraphs.”

E. Significances Of The Study

This study is concerned with the difference between the students' achievement after being taught by using jumbled picture stories and jumbled paragraphs. By conducting this research, the writer expects that the result would be beneficial. Furthermore, the significance of this study is divided into:

1. Theoretical Significance

This study provides information related to the use of jumbled picture stories and jumbled paragraphs as reading learning media at the tenth-grade students of SMAN 1 Jenangan Ponorogo. The writer expects that the result of this study can be one of many references for further researchers in investigating the comparison between using jumbled picture stories and jumbled paragraphs in teaching reading recount text.

2. Practical Significance

a. For teachers

It is hoped that the teachers can use the media for the teaching-learning process in the English language.

b. For students

It is hoped that the students at the tenth grade of SMAN 1 Jenangan Ponorogo can improve their reading comprehension. Besides they can comprehend reading recount texts easily.

c. For readers

It is hoped that the readers can get references about the comparison between using jumbled picture stories and jumbled paragraphs in teaching reading recount text.

F. Organization Of The Study

To make it easier in writing the thesis, the researcher has divided the thesis into six chapters. At the beginning before the first chapter, the researcher included the cover or page title, counselor approval sheet, authorization page, motto, abstract, preface, table of contents. At the end of the thesis, the researcher attached lesson plan and exercise sheet. The six chapters in the thesis are as follow:

CHAPTER I

INTRODUCTION

This chapter introduced the whole of the research content which involves: background of the study, scope and limitation of the study, research questions, research objectives, significances of the study, and organization of the study. It has a purpose to introduce the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed a review of related literature, previous related study, literature review, theoretical framework, and Hypothesis. It explained the literature review that has helped the researcher to finish this research.

CHAPTER III RESEARCH METHOD

This chapter explained the research method that consisted of research design, population and sample, research instrument, data collection technique, and data analysis technique. This chapter explained the ways to solve the problem using appropriate method.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter discussed general research findings, specific research findings, data analysis, and interpretation of the result of the research based on the statement of the problems. It explained the finding of the research to interpret the data.

CHAPTER V CLOSING

This chapter explained the conclusion and recommendations. It has a purpose to give the conclusion of the research and recommendation for anything related to this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed a review of related literature, previous related study, literature review, theoretical framework, and Hypothesis. It explained the literature review that has helped the researcher to finish this research.

A. Previous Study

There are some previous studies related to this research. Each of them has its own similarities and differences with this study. They can be used as references for the researcher to accomplish her study.

Firstly, based on the research which was conducted by Ulfatun Ni'mah in Surabaya in 2013: "The Effectiveness of Jumbled Paragraph Game in Teaching Reading Comprehension to the Eleventh Graders at SMAN 4 Sidoarjo", it was found that there was significant improvement in reading comprehension achievement of the students who were taught using jumbled paragraph game. The research problem is "is teaching reading comprehension using jumbled paragraph game more effective than using silent reading to the eleventh graders at SMAN Sidoarjo?". The researcher used quasi-experimental method in this study. Statistical analysis using t-test shows that the experimental group has better reading comprehension ability with mean of

78,86 compared to 63,14 of the control group. The comparison of t-value and t-table show that the value is higher than t-table with $t > t_{table}$. The research showed that there was a significant difference in achievement between the students who were taught English reading narrative text by using jumbled paragraph game and those who were not taught by using jumbled paragraph game. It can be concluded that jumbled paragraph game is effective to be used in teaching reading comprehension.¹⁴

There was a similarity and difference between the previous research conducted by Ulfatun Ni'mah and this research. The similarity was the use of a jumbled paragraph in teaching reading comprehension. Meanwhile, the differences dealt with the sample of the research and the scope. This research used recount text and the previous research used narrative text.

Secondly, based on the research which was conducted by Lia Amsiana, Ujang Suparman and Sudirman in SMAN 1 Purbolinggo: "Teaching of Reading Comprehension of Narrative through Short Story and Picture Series", it was found there was a significant difference of students' reading comprehension achievement between those who were taught through picture series and those who were taught through short story. The aim of this research were to find out if there was any significant difference in the improvement in narrative text between students who are taught through picture stories and short story and which technique is more effective in improving students reading. This research applied pretest posttest experimental group design with

¹⁴ Ulfatun Ni'mah, "The Effectiveness of Jumbled Paragraph Game in Teaching Reading Comprehension to the Eleventh Graders At Sman 4 Sidoarjo," (Thesis, English Education Department of UIN Sunan Ampel, Surabaya, 2013), 14.

the instrument was reading test and questionnaire. The mean difference was 8.33, meaning that the experimental class one mean 74.43 score, higher than experimental class two in posttest. Besides that, the significant value of the posttest in both classes was 0,000 that was lower than 0.05 ($0,000 < 0.05$). t-value is higher than t-table ($3.375 > 2.000$).¹⁵

The similarities between the previous research conducted by Lia Amsiana, Ujang Suparman, and Sudirman, and this research were the use of pictures in the teaching-learning process and reading as a skill which was improved. The differences were the use of jumbled picture stories and jumbled paragraphs in this research, while the previous research used short story and picture series.

Thirdly, based on the research which was conducted by Triantika Ciputri, Muhammad Sukirlan and Feni Munifatullah in SMAN 1 Bandar Lampung in the academic year of 2018/2019: "Using Jumbled Pictures Story to Improve Reading Comprehension of Narrative Text", the aims of this research were to investigate whether there was any significant effect of students' reading achievements to a narrative text after they were taught through Jumbled Picture Story and find out the students' responses toward the use of Jumbled Picture Story in teaching reading comprehension. This research applied a quantitative design which used reading test and a qualitative design which used a questionnaire. It was found that there was typically difference of students' reading comprehension before and after being taught

¹⁵LiaAmsiana, Ujang Suparman &Sudirman, "Teaching of Reading Comprehension of Narrative Through Short Story and Picture Series,"*Journal*.

through Jumbled Pictures Story as whole of aspects of reading comprehension. It can be seen from pre-test and post-test result which showed that the students' score in post-test was higher than students' score in pre-test with the gain score 10,81 points. Besides, the most improvement of aspects of reading is main idea. Thus, there was a significant effect of students' reading achievements to a narrative text after they were taught through Jumbled Pictures Story technique. In addition, the students' responses toward the use of Jumbled Pictures Story in teaching reading comprehension were absolutely positive. The majority of students strongly agree if the technique was applied. They seem to enjoy the activities during the learning process.¹⁶

The similarities between the previous research conducted by Triantika Ciputri, Muhammad Sukirlan, and Feni Munifatullah, and this research were the use of jumbled picture stories in the teaching-learning process and the skill which was analyzed. The difference was the type of the text which was analyzed. This study analyzed recount text. The previous study analyzed narrative text.

¹⁶Triantika Ciputri, Muhammad Sukirlan and Feni Munifatullah, "Using Jumbled Pictures Story to Improve Reading Comprehension of Narrative Text", *Journal*.

B. Literature Review

1. Reading

a. Definition of Reading

Reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place.¹⁷

Everyday, people see texts and read naturally. It means that reading is the nature activities that our brain asked when our eyes see everything. Reading is not only about formal activities, but it also our daily activities. We can read announcements on the way, news in the newspaper, direction in a product, etc. Reading makes people know about everything. They will understand after they read something that they need.

Reading is one of the English skills that have to be mastered by students. Reading is so difficult that many students find problems in reading class. In an academic setting, reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations.¹⁸ Reading skill becomes very important in the education field. Reading is also crucial and

¹⁷ Andrew P. Johnson, *Teaching Reading and Writing* (New York: Rowman and Littlefield Education, 2008), 3.

¹⁸ Marianne Celce-Murcia, *Teaching English as Second or Foreign Language, Third Edition* (USA: Thomson Learning Inc., 2001), 187.

indispensable for the students because the success of their study depends on their ability to read.¹⁹

b. Purposes of Reading

William Grabe and Fredicka L. Stoller divided some of reading purposes as follows:²⁰

1) Reading to search for simple information and reading to skim

Reading to search for simple information and reading to skim have a similar purpose. These reading activities have a purpose to get information. Reading to search for simple information is a common reading activity which was done by people in our daily life. Reading to skim is a reading activity which has a purpose to find where is the important word or information in the text.

2) Reading to learn from texts

Reading to learn is commonly used in academic purposes where the reader needs to learn more to get information. It was done to get knowledge or new information from the text. The information will be connected with the reader knowledge to understand the information from text.

3) Reading to integrate information, write, and critique texts.

¹⁹ Lia Amsiana, Ujang Suparman & Sudirman, "Teaching of Reading Comprehension of Narrative Through Short Story and Picture Series," *Journal*, 2.

²⁰ William Grabe and Fredicka L. Stoller, *Teaching Reading and Researching Reading* (London and New York: Routledge, 2013), 7-9.

Reading to integrate information is to get additional information which appropriate with the reader's purpose. This reading activity needs a critical evaluation to decide where is the information can be integrated. Both reading to write and reading to critique texts, they are variants of reading to integrate information.

4) Reading for general comprehension

Reading for general comprehension is a basic purpose of reading. This is more complex than the common assumption. The skilled fluent reader in reading for general comprehension can process the words more quickly and automatically. Sometimes, reading for general comprehension is more difficult than reading to learn because of demands for processing efficiency.

c. **Problems of Reading**

There are several factors that might cause the students to get difficulties in comprehending the text. First, the students got difficulty to comprehend the text well. The problems might come from students' background knowledge, language abilities, thinking abilities, and reading purpose. Second, the students failed to comprehend the content of the text well. They could not grasp the information of the text they had read. Third, they were not capable to read a very long paragraph. It wasted their time reading the whole texts and they felt bored and

enthusiastic while they were reading the text. Because of that, they were not interested in a reading activity.²¹

d. Types of Reading

According to Douglass, there are four types of reading such as perceptive, selective, interactive, and extensive.

Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some different terminology to capture the uniqueness of reading.

Selective. This category is largely an artifact of assessment format. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.

Interactive. Included among interactive reading types are stretches of the language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narrative, and description.

Extensive. Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.²²

²¹Triantika Ciputri, Muhammad Sukirlan and Feni Munifatullah, "Using Jumbled Pictures Story to Improve Reading Comprehension of Narrative Text", *Journal*.

²² H. Douglass Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: California, 2003), 189.

e. Models of Reading Process

A reading model is how readers comprehend the text, the process to get information or to know and get the meaning of clauses. There are three types of reading models.

Bottom-up (micro) Processing: 'Bottom-up' process supposed that readers firstly have literary information in mind when they transfer these signals to semantic information, namely, the reading process is one of identification from the simple units, such as alphabets, words, and sentences to more complex language units.

Top-down (macro) Processing: The 'top-down' process followers thought that reading mainly depended on the pre-existent knowledge in readers' minds, including linguistic and non-linguistic factors. The reading process starts from the readers' inference and anticipation of the text.

Interactive Processing: 'Interactive' refers to the inter-functions occurred between the text and the reader---also between the visual information and the pre-existent knowledge, namely, a combination of the above two modes. 'Interactive' process discovered that the meaning of a text is not self-evident but is created by the reader and the text together. Besides, the interactive process described reading a

two-way one, once which stops or is replaced by a one-way process, our reading comprehension will be hindered.²³

2. Teaching Reading

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.²⁴ It means that teaching is a transformation knowledge from teacher to learner with a purpose to know and understanding. Teaching reading means helping or guiding someone to learn how to read. The teacher guide or give an instruction in the study to read and comprehend the text.

There are some principles of teaching reading such as follows.²⁵

a. Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how text can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background

²³ Yonghong Wu, "Application and Teaching Implication of Discourse Analysis in Reading Comprehension," *Advances in Intelligent Systems Research* (Xi'an University, School of Foreign Studies, 2017), 514.

²⁴ H. Douglas Brown, *Principles of Language Learning and Teaching* (USA: Pearson Education, 2007), 8.

²⁵ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 75-79.

knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on.

b. Build a strong vocabulary base

Basic vocabulary should be explicitly taught and second language readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

c. Teach for comprehension

Monitoring comprehension is essential to successful reading. Teach for comprehension that readers must monitor their comprehension processes and be able to discuss with the teacher and/or fellow readers what strategies they use to comprehend.

d. Work on increasing reading rate

Teachers over emphasize accuracy which impedes fluency in increasing students reading rate. The teacher must work towards finding a balance between assisting students to improve students reading rate and developing reading comprehension skills. It is very important to understand that the focus is not to develop speed readers, but fluent readers.

e. Teach reading strategies

In Oxford explain that strategies are “the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use”. This definition underscores the

active role that readers take in strategic reading. Students need to learn how to use a range of reading strategies that match their purposes for reading.

f. Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

g. Build assessment and evaluation into your teaching

Quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklists.

h. Strive for continuous improvement as a reading teacher

Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. The good reading teacher actively teaches students what to do. To succeed, the reading teachers need more than classroom tips and techniques: reading teachers need to understand the nature of the reading process.

3. Reading Comprehension

Comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend that text.²⁶ Comprehension is part of life. Every waking minute, your brain is busy making sense of your world. When new information arrives, your brain looks for some connection to information already there. If it finds the connection, the new information becomes part of a network and is saved in your long term memory. When it does not find a connection, the new information is quickly forgotten and lost. The same process happens when you are reading.²⁷

Comprehension skills are strategies readers use to retrieve information and construct meaning from expository text. They are the thinking processes, broken down into steps, that are used to comprehend. These must be taught explicitly (see below). Three types of comprehension skills are described below: pre-reading, during reading, and post-reading. These comprehension skills can be easily learned and flexibly applied to a variety of reading situations.²⁸

a. Pre-reading comprehension skills

²⁶ Frant, *Teaching Reading and Writing* (United States of America: British Library, 2008) 179.

²⁷ Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power*, 14.

²⁸ Andrew P. Johnson, *Teaching Reading and Writing* (New York: Rowman and Littlefield Education, 2008), 110-111.

Prereading comprehension skills are used primarily to preview the structure of the text to be read or to connect new information to knowledge readers might already know.²⁹

b. During-reading comprehension skills

During-reading comprehension skills are used to monitor comprehension, to evaluate ideas gleaned from each paragraph, and to begin to organize ideas within the structure of the text as students are reading.³⁰

c. Postreading comprehension skills

Postreading skills are used to reconstruct important ideas, organize those ideas, and evaluate those ideas after reading a chapter or article.³¹

4. Media

A medium (plural, media) is a channel of communication, derived from the Latin word meaning “between”, the term refers to anything that carries information between a source and a receiver.³² Media usually was used by the teacher to help them in the teaching-learning process. The appropriate media can help them to the effective teaching learning process. It supports both teachers and students in English learning and makes students to be more active and interesting.

²⁹ Ibid., 111.

³⁰ Ibid., 115.

³¹ Ibid., 116.

³² Robert Heinich, Michael Molenda, James D. Russell and Sharon E. Smaldino, *Instructional Media and Technologies for Learning*, 7th edition (New Jersey: Pearson Education, Inc., 2002), 9-10.

There are some advantages of using media in teaching and learning process. First, it makes English learning simple and perfect. Second, it decreases of using the mother language. Third, it gives children motivation. Fourth, it makes it easier. Fifth, it writes perception. The perception has multiple meanings. Finally, the use of media makes learning process interesting and interactive.³³

There are many kinds of media that we can use in the learning process. Examples include video, television, diagrams, printed materials, computers, and instructors.³⁴ According Romizowski, as quoted by Kasihani 2008 state that media is any extension of man which allows him to affect other people who are not in face to face with them. Thus, communication media include letters, television, film, radio, printed matter and telephone.³⁵

5. Jumbled Picture Stories

a. Picture

Pictures are not just an aspect of a method but through their representation of places, objects, and people they are an essential part of the overall experiences.³⁶ Pictures can help both teachers and

³³ Kasihani, *English for Young Learners* (Jakarta: Sinar Grafika, 2008), 101.

³⁴ Robert Heinich, Michael Molenda, James D. Russell and Sharon E. Smaldino, *Instructional Media and Technologies for Learning, 7th edition* (New Jersey: Pearson Education, Inc., 2002), 10.

³⁵ Kasihani, *English for Young Learners* (Jakarta: Sinar Grafika, 2008), 100.

³⁶ Andrew Wright, *Pictures for Language Learning* (Cambridge: Cambridge University Press, 1989), 2.

students in the teaching-learning process. It can help the process to be more interesting and easily comprehended.

In the teaching-learning process, the picture has a contribution to:

- 1) interest and motivation;
- 2) a sense of the context of the language;
- 3) a specific reference point or stimulus.³⁷

b. Picture Stories

According to Wright defines picture stories is pictures which show some action or events in chronological order.³⁸ Picture stories is series or sequences pictures that talk about the events. It means that picture stories can help teachers in delivering information to the students. It can make the the teaching-learning process easier and more interesting because the students can imagine the meaning or context of the picture stories.

c. Jumbled Picture Stories

Jumbled is one of many interesting media that we can use in the teaching-learning process. Jumbled has a meaning like scrambled or mixed. Jumbled picture is mixed pictures that students have to arrange into a well structured picture. According to Puspitasari Jumbled Pictures are puzzle picture which display randomly. Jumbled Pictures Story is a technique that is used to help students comprehend a text by

³⁷ Ibid.

³⁸ Andrew Wright, David Betteridfe & Michael Buckby, *Games for Language Learning: Third Edition* (Cambridge, Cambridge University Press, 2006).

rearranging the picture's story into an appropriated sequence based on the text that they have read.³⁹ Wood and Tinajero claim that pictures can be used as stimuli to promote students' knowledge that is important in their learning process to be successful in all subject areas.⁴⁰

Pictures are also suitable for any group of learners independently on age or level, and can be used in lots of various ways in the teaching and learning process. The learning process can be more attractive and easy to be understood. Furthermore, the material is easier to be accepted by the students. By applying Jumbled Pictures Story, the students are more interested to read the text.⁴¹

6. Jumbled Paragraphs

Jumbled paragraphs are illogical paragraphs that were unstructured into a good paragraph. Jumbled paragraph is similar to a scrambled paragraph. Kaplan states that through scrambled paragraphs, our ability is tested in organizing the sentences into logically organized ideas.⁴² Sinha states that reading skills can be assessed through jumbled paragraphs item tests in all examinations competitively.⁴³

³⁹ A. Y. Puspitasari, "Improving students in writing skill by using jumbled picture in narrative text," *Jurnal Ilmiah Bahasa dan Sastra*, 1 (2018), 25-26.

⁴⁰ K. D. Wood & J. Tinajero, "Using pictures to teach content to second language learners: Research into practice" *Middle School Journal*, 5 (2002), 47-51.

⁴¹ Triantika Ciputri, Muhammad Sukirlan and Feni Munifatullah, "Using Jumbled Pictures Story to Improve Reading Comprehension of Narrative Text", *Journal*.

⁴² Kaplan Darcy Galane, *New York City Specialized High Schools Admissions Test* (Kaplan Publishi, 2008), 19.

⁴³ Nishit K. Sinha, *The Pearson Complete Guide For The Cat* (India: Pearson Education, 2011) 110.

Similarly, a jumbled paragraph game can be used to test the students' ability in organizing the jumbled paragraph into a logical organization of ideas. This ability facilitates their reading comprehension. When the students are asked to arrange the jumbled paragraph into a good order, they are compelled to understand the ideas in each separate part of the paragraph to enable them to arrange the paragraph into a logical order of ideas.⁴⁴

C. Theoretical Framework

When the students read, they often think that reading is difficult because they do not know the meaning of the text and cannot comprehend the text. Some of them got difficulty in comprehending the text because of their limited vocabulary and memory. Besides, students never practiced to read as they were lazy to read the text in English. Students' laziness in the reading process was caused by many factors such as their low interest in the English learning process and also the media which was used by the teacher during the teaching-learning process. Reading comprehension has the main objective in teaching-learning at junior high school and senior high school. Ironically, there are still very limited students who can get good achievement in reading comprehension.

The teacher needed to use an appropriate media in teaching reading. The examples of appropriate media to teach reading are jumbled picture

⁴⁴ Ulfatun Ni'mah, "The Effectiveness of Jumbled Paragraph Game in Teaching Reading Comprehension to the Eleventh Graders At Sman 4 Sidoarjo," (Thesis, English Education Department of UIN Sunan Ampel, Surabaya, 2013), 14.

stories and jumbled paragraphs. Jumbled picture stories and jumbled paragraphs make the students enjoy the reading class. This research aims to find out whether or not there is a significant difference using Jumbled Picture Stories and Jumbled Paragraphs in teaching reading comprehension in recount text. The researcher used Jumbled Picture Stories as a treatment in Experimental Class. The control class was not given a treatment because the teacher had used Jumbled Paragraphs as a media in their common learning process.

This research had three variables:

Variables X1 : Jumbled Picture Stories

Variables X2 : Jumbled Paragraphs

Variables Y : Reading Comprehension

From the three variables above, the conceptual framework were as follows:

1. The researcher gave a treatment by using jumbled picture stories in the experimental class to teach reading recount text.
2. The researcher did not give a treatment by using jumbled picture stories in control class in teaching reading recount text but she used jumbled paragraphs as had been used by the teacher before. (The teacher used to teach reading recount text by using jumbled paragraph).

After conducting the treatment, the researcher took a test to know the students' achievement in reading recount text. Finally, the researcher

compared the students' achievement after being taught by using jumbled picture stories and jumbled paragraphs.

D. Hypothesis

A hypothesis is a formal question that is intended to resolve. Thus a hypothesis may be defined as a proposition or a set of propositions set forth as an explanation for the occurrence of some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of facts. Quite often a research hypothesis is a predictive statement, capable of being tested by scientific methods, that relate an independent variable to some dependent variable.⁴⁵

In this research, the researcher used three variables. Those were X1 variable, X2 variable, and Y variable. Jumbled Picture Stories was as X1 variable (independent variable), Jumbled Paragraphs was as X2 variable (independent variable) and Reading was as Y variable (dependent variable).

The hypothesis of this research was

H_a : Students who are taught by using jumbled picture stories get better score in reading recount text than those who are taught by using jumbled paragraphs.

H₀ : No students who are taught by using jumbled picture stories get better score in reading recount text than those who are taught by using jumbled paragraphs.

⁴⁵ C.R. Kothari, *Research methodology methods and techniques* (Jaipur: New Age International Publishers, 2004), 184.

CHAPTER III

RESEARCH METHOD

The research method is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. The researcher must know not only the research methods/techniques but also the methodology.⁴⁶

A. Research Design

“A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” Research design stands for advanced planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objective of the research and the availability of staff, time, and money.⁴⁷

In this study, the researcher used quantitative research as a research design which was conducted at the tenth grade of SMAN 1 Jenangan Ponorogo. The researcher used a quasi-experimental study and used pre-test - post-test design. The researcher only assigned randomly different treatments to two different

⁴⁶ C.R. Kothari, *Research methodology methods and techniques* (Jaipur: New Age International Publishers, 2004), 8.

⁴⁷ *Ibid.*, 31-32.

classes, so she used a quasi-experimental research design.⁴⁸ The term *quasi* (meaning “having some but not all of the features”) preceding the term *experimental* indicates that we are dealing with a design that resembles an experiment but is not exactly an experiment.⁴⁹ Quasi-experimental is when individuals are not randomly assigned.⁵⁰ Conducting in this research, the researcher gave pre-test, treatment, and post-test. The variable of experimental research is classified into independent and dependent variable.

Independent variable : Jumbled picture stories and jumbled paragraphs

Dependent variable : Reading comprehension

At the end, the researcher compared the result of tests between students who were taught by using jumbled picture stories and students who were taught by using jumbled paragraphs to know if there is a significant difference in their achievement.

B. Population and Sample

1. Population

A population is a group of individuals who have the same characteristic.⁵¹ Sugiyono stated that population is a region consisting of generalization, object/ subject that has certain qualities and characteristics are determined by the investigator to be studied and then draw

⁴⁸ C.M. Charles, *Introduction to Educational Research: Second Edition* (New York: Addison Wesley Longman, Inc., 1995), 247.

⁴⁹ Sherri L. Jackson, *Research Methods and Statistics: A critical Thinking Approach, Third Edition* (USA: Wadsworth, 2009), 317.

⁵⁰ John W. Creswell, *Research Design: Qualitative, Quantitative and Mix Methods Approach*, (United States of America: Sage Publications, Inc., 2009), 155.

⁵¹ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition* (USA: Pearson, 2012), 142.

conclusions.⁵² According Arikunto, a population can be defined as the subject of research including all the people or items.⁵³

The population of this research was the tenth grade students of SMAN 1 Jenangan Ponorogo in the academic year 2019/2020. The researcher chose the tenth grade because the reading text was suitable for the research (recount text). There were two programs at the tenth grade of this school which were divided into four classes. The programs are; science class which consists of two classes and social class which consists of two classes. The total of population in this research was 84 students who were divided to the following:

Table 3.1

Population of the Research

Classes	Students in each class
X MIPA 1	21
X MIPA 2	21
X IPS 1	21
X IPS 2	21

⁵² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&B* (Bandung: Alfabeta, Prosedur, 2009), 297.

⁵³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), 130.

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵⁴The samples were 42 students of the tenth grade in SMAN 1 Jenangan Ponorogo. The sample divided into two classes and each class consisted of 21 students. The first class was experimental class and the second class was control class. The experimental class was given a treatment by using jumbled picture stories and the control class was not given a treatment by using jumbled picture stories. The students were taught by using jumbled paragraphs as had been used by the teacher before.

The method used by the researcher to get a representative sample for an accessible population was simple random sampling. In simple random sampling technique, the sample was directly drawn randomly from the population. In this technique, each member of the population was given an equal chance of being selected to become the members of the sample.⁵⁵

C. Research Instrument

In this research, the researcher wanted to figure out the difference between students' reading comprehension achievement after being taught by using jumbled picture stories and jumbled paragraphs. The researcher found out the

⁵⁴ Ibid.

⁵⁵ Mohammad Adnan Latief, *Research Methods on Language Learning: An Introduction* (Malang: UM Press, 2013), 183.

significance difference between the two groups by using the test as the instrument of the research.

The researcher gave a pre-test to the sample. Then the next step was giving treatment using jumbled picture stories in experimental class and jumbled paragraphs in control class. In the final step, the researcher gave post-test to see the different scores from two classes. The research instrument which was used by the researcher to collect the data was tested. The test consisted of two kinds of the question, there were multiple choice and essay.

The instruments of data collection can show as the table below:

Table 3.2
Instruments of Data Collection

Variable	Kind of Text	Indicator	Number Item of Indicator
Reading Comprehension	Recount Text	<ol style="list-style-type: none"> 1. Student can identify general information of the recount text. 2. Students can find the specific information of the recount text. 3. Students can 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.

		<p>clarify the meaning of the words based on recount the text.</p> <p>4. Students can conclude of the recount text.</p> <p>5. Students can identify the generic structure of the recount text.</p>	
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In developing the instruments, the researcher analyzed the validity and the reliability of the instruments.

1. Validity

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use.⁵⁶ Validity refers to any measuring device or instrument that is said to be valid when it measures what it is expected to measure.⁵⁷ Validity means the extent to which

⁵⁶ Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edition (USA: Pearson, 2012), 159.

⁵⁷ Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, 21.

inferences made from the assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.⁵⁸

To measure the validity, Microsoft office excel was used by the researcher in this research. It was very important to test the validity of the instrument because when the instrument was valid, the data gained also became accurate and valid. The item test was valid if the r_{xy} is higher than the r -table. The researcher took the correlation coefficient “r” product moment from Pearson with 21 respondents and on 5% significance stage.

The result of accounting can be seen below:

Table 3.3

The List of Accounting Result in Validity Test

Items	r_{xy}	Mark	$R_{\text{tabel}} (5\%)$	Criteria
1	0.499353	>	0.433	Valid
2	0.533181	>	0.433	Valid
3	0.493705	>	0.433	Valid
4	0.580624	>	0.433	Valid
5	0.599963	>	0.433	Valid
6	0.140428	<	0.433	Invalid
7	0.628339	>	0.433	Valid

⁵⁸ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Fransisco: California, 2003),22.

8	0.514833	>	0.433	Valid
9	0.0596	<	0.433	Invalid
10	0.429971	<	0.433	Invalid
11	0.056171	<	0.433	Invalid
12	0.500838	>	0.433	Valid
13	0.499353	>	0.433	Valid
14	0.600835	>	0.433	Valid
15	0.450819	>	0.433	Valid
16	0.393198	<	0.433	Invalid
17	0.532609	>	0.433	Valid
18	0.713469	>	0.433	Valid
19	0.533181	>	0.433	Valid
20	0.696004	>	0.433	Valid
21	0.510683	>	0.433	Valid
22	0.54321	>	0.433	Valid
23	0.645429	>	0.433	Valid

24	0.471267	>	0.433	Valid
25	0.797153	>	0.433	Valid
26	0.774817	>	0.433	Valid
27	0.626096	>	0.433	Valid
28	0.892012	>	0.433	Valid
29	0.748152	>	0.433	Valid
30	0.56559	>	0.433	Valid

From the result above, the researcher used 25 valid items as the instrument to get a data from the students. Those valid items consisted of 20 multiple choice questions and 5 essay questions. The complete calculation can be seen in appendix 04.

2. Reliability

A reliable test is consistent and dependable.⁵⁹ Reliability refers to consistency throughout a series of measurements.⁶⁰ Reliability means that scores from an instrument are stable and consistent.⁶¹

In this research, the researcher calculated the reliability test by using Microsoft office excel. The researcher compared the obtained score

⁵⁹ Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, 20.

⁶⁰ Ibid., 21.

⁶¹ Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edition (USA: Pearson, 2012), 159.

with r-score product moment to measure the reliability of the test. The test is reliable if the obtained score is higher than the table r-score.

For calculating the reliability, the researcher used Cronbach Alpha. The formula of Cronbach Alpha as follow:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma_i^2} \right)$$

Where:

r_{11} = Instrument of reliability coefficient

n = Number of item

$\sum \sigma_i^2$ = The sum of variance

σ_i^2 = Total of Variance

The result of calculation in multiple choice questions was $r_{11}=0.892$, in essay questions was $r_{11}=0.726$ and $r_{tabel}=0.433$. Based on the result above, the instrument of test in multiple choice questions was reliable because $r_{11} > r_{tabel}$, 0.892 was >0.433 . Essay questions was also reliable because $r_{11} > r_{tabel}$, 0.726 was > 0.433 . The complete calculation can be seen in appendix 05.

D. Data Collection Technique

The quantitative data in this research was collected using a test. It was conducted in three steps.

1. Pre-test

In this test, the researcher gave a test to the students before giving a treatment.

2. Treatments

- a. The researcher used jumbled picture stories to teach reading recount text in the experimental class.
- b. The researcher used jumbled paragraphs as had been used by the teacher to teach reading recount text in control class (The teacher used to teach reading recount text by using jumbled paragraphs).

3. Post-test

In post-test, the researcher gave a test for both classes after the students got treatments. In this test, the researcher found the result of students' achievement after they were taught by using jumbled picture stories and jumbled paragraphs.

E. Data Analysis Technique

The data collected through the test was analyzed by using quasi-experimental. Before testing hypothesis, the data must be normally distributed and homogenous. Therefore, normality and homogeneity must be provided.

1. Normality Test

Normality test is to determine whether the population data is normally distributed or not.⁶² To test the normality, the researcher employed SPSS 16 version. To find out the normality of data by followed this steps:

- a) First, fill the variable view with write down the name of the classes.
- b) Input the data to the data view.

⁶² Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif* (Jakarta: PT Bumi Aksara, 2014), 153.

- c) Click analyze – descriptive statistics – explore
- d) Input the data into the variable test.
- e) Then click “plots” and checklist “normality plots with tests” and click continue.
- f) Click OK.

The hypothesis of the data:

H_0 : data is normally distributed

H_1 : data is not normally distributed

2. Homogeneity Test

It was useful to test homogeneity of variance in comparing two or more groups.⁶³ Homogeneity test was done before the researcher compared some groups. In this research, the researcher calculated the homogeneity test by using SPSS 16 version. The steps of calculation as follows:

- a) First, fill the variable view with write down the name of the classes.
- b) Input the data to the data view.
- c) Click analyze – compare means – one-way ANOVA.
- d) Input the data into variable test.
- e) Click “option” and checklist “homogeneity of variance test” then click continue.
- f) Click OK.

The hypothesis of the data:

⁶³ Retno, *Statistika*, 212.

H0 : data is homogeneous

H1 : data is not homogeneous

3. Hypothesis Testing

After getting the data, the researcher analyzed the statistic calculation of T-test with significant 5%.

In T-test, the researcher analyzed the data by comparing the score between experimental class and control class in pre-test and post test. The researcher used SPSS 16 version to calculate the data. SPSS is one of the most commonly used statistical packages in the social sciences.⁶⁴ The researcher found the result of means, standard deviation, and standard error from each variable before conducting t-test.

The steps of calculation as follows:

- a) First, fill the variable view with write down the name of the classes.
- b) Input the data to the data view.
- c) Click analyze – compare means – independent-samples T test.
- d) Input the data into variable test.
- e) Fill “define group” based on the group.
- f) Click OK.

⁶⁴ Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research Methods* (London: Sage Publications, 2001), 126.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed general research findings, specific research findings, data analysis, and interpretation of the result of the research based on the statement of the problems. It explained the finding of the research to interpret the data.

A. General Findings

1. General Location

SMAN 1 Jenangan is located on the Ngebel Highway, Semanding Village, Jenangan District, Ponorogo Regency, East Java Province. Postal Code 63492 with telephone number (0352) 531952. It is at an altitude - + 350 meters above sea level and is at the slopes of Mount Jenangan, so that the soil conditions are not level / level from building one to another building. SMAN 1 Jenangan is placed on Semanding village because the land in the area is still cheap. Before the school was established, the land was used as a garden by one of the villagers. The community is greatly helped by the existence of high school level in their environment.

In connection with the issuance of government regulation of Ponorogo that every district should have at least one state senior high

school. Therefore, the Government of Ponorogo funds the District of Jenangan to build the school. Finally, in 2003 the government established a school organization, named SMAN 1 Ponorogo Jenangan. Starting from the beginning of the existence, the school directly got the status of State Statistics Number School (NSS) 301051103004. The establishment certificate number is 425/828 /405.51 / 2003. SMAN 1 Jenangan got the status of Accreditation a status was precisely in 2012. The Principal of SMAN 1 was the first time to take pleasure, Mr. Suroto PLT. After Mr. Suroto the principal was replaced by Drs. Joko Susilo, S.Pd., M. Hum until 2010. Furthermore, the principal was replaced by Drs. Subandi, M.Pd until 2015, after that was replaced by PLT, Drs. Sugeng Subagyo, M.Pd and was replaced again by Mr. Mursid, M.Pd to date.

2. Vision, Mission and Objectives of SMAN 1 Jenangan Ponorogo

a. Vision

The realization of a culture of achievement and life skills based on imtaq, science and technology and noble character.

b. Mission

- 1) Growing the spirit and culture of good achievement academic and non academic to all school members.
- 2) Increase understanding of the teachings of the religion adopted so that it becomes a cornerstone of thinking, acting, acting noble and polite.

- 3) Remind academic ability as provisions to continue study in higher education.
- 4) Develop the ability to communicate in language English and Indonesian.
- 5) Develop computer operating skills and Internet.

c. Objectives

- 1) Have high achievements in each subject.
- 2) Able to reach NUN above the specified graduation minimum.
- 3) Having a strong, directed and orderly reading culture.
- 4) Acceptable at State Universities for those who continue.

3. Organization Structure of SMAN 1 Jenangan Ponorogo

To create good corporation in running mission and vision and also the target of education in SMAN 1 Jenangan Ponorogo, it is required an organization structure because it describes each personal's duty. Organization structure of the school can be seen as follows:

Headmaster	: Mursid, M.Pd.
Head of administration	: Mukholiq Ihsan, S.Kom.
Deputy of students' affair	: Drs. Sariyono, M.Pd.
Deputy of facility	: Suyono, M.Pd.
Deputy of curriculum	: Farida K., S.Pd.
Deputy of Public Relation	: Sholikin, S.Pd.
Deputy of library	: Purwindarti, S.Pd.
Counseling	: Siti Fatonah, M.Psi.

4. Curriculum of SMAN 1 Jenangan Ponorogo

Curriculum of SMAN 1 Jenangan Ponorogo is for class X curriculum 13 (K13) and for class XI and XII still uses the Kurikulum Tingkat Satuan Pendidikan (KTSP). Undang-undang Republik Indonesia number 20 year of 2003 and 2016 on National Education System and the Indonesian Government Regulation no.19 of 2005 on National Education Standards mandates completion of unit level education curriculum at primary and secondary levels of education with reference to the content standards and competency standards and based on the guidelines developed by the National Education standards Agency (BSNP). KTSP is developed based on the Content Standards (SI) and the Competency Standards (SK), which has been established by the government to ensure the achievement of national education goals.

Drafting of KTSP is arranged based on the guidelines of the National Education Standards Agency (BSNP) and other provisions relating to the curriculum in law 20/2003 and PP 19/2005. Drafting of KTSP is very necessary to accommodate all the potential in the region and to improve the quality of educational units, both in the academic and non-academic, cultural preserve area, following the development of science and technology that is based on faith and piety.

B. Specific Research Findings

In this research, the researcher used quasi-experimental research where the researcher took two classes as a sample. Sample in this research

were 42 students from two classes of MIPA at the tenth grade SMAN 1 Jenangan Ponorogo. Then, they were taught by using different media to find out the effectiveness of a certain media.

In experimental class, the students were taught by using Jumbled Picture Stories. Meanwhile, in control class the students were taught by using Jumbled Paragraphs as had been used by the teacher before. In the end of this research, the researcher wanted to compare between scores on students' reading comprehension who were taught by using Jumbled Picture Stories and those who were taught by using Jumbled Paragraphs.

1. The Schedule of the Research

In experimental class, the learning consisted of four meetings. They were pre-test, first treatment and second treatment with Jumbled Picture Stories Media, and the last was post-test. In control class, the learning consisted of four meetings. They were pre-test, first meeting, second meeting, and the last was post-test. The research schedule can be seen in the table below.

Table 4.1
Research Schedule of Experimental Class

Date	Activities
March, 2 nd 2020	Pre-test
March, 9 th 2020	First treatment
March, 16 th 2020	Second treatment
March, 23 th 2020	Post-test

Table 4.2**Research Schedule of Control Class**

Date	Activities
March, 6 th 2020	Pre-test
March, 13 th 2020	First meeting
March, 20 th 2020	Second meeting
March, 27 th 2020	Post-test

2. The Procedure of the Research in Experimental Class and Control Class

In the experimental class, the researcher taught the students by using Jumbled Picture Stories media. The teaching procedures by using Jumbled Picture Stories were students read recount text “the freeze birds in the winter” which was given by the researcher, they were also given mixed pictures or jumbled pictures. Then, they were asked to arrange the picture stories based on the text which they read. When they had finished arranging the picture stories, they were asked to read the text again and comprehend the meaning. The researcher asked some questions about the text to the students. The questions were about the main idea, kind of the text, purpose of the text, and the other questions related to the text. The learning process was done in a set of the learning process involved in this study such as pre-test, first treatment, second treatment, and post-test.

Before conducting treatment, the researcher gave a pre-test to the students that consisted of twenty items of multiple-choice questions and five items of essay questions. The item test focused on recount text. After conducting a pre-test, the researcher conducted the first treatment. The material in the first treatment was jumbled picture stories and paragraphs about recount text “the freeze birds in the winter” that focused on the generic structure of the recount text. Then the students were doing the exercises to arrange the picture stories and then describe the kind of the text, generic structure of the text, and also guess the meaning of the words. In the second treatment the researcher conducted the same material. The students had the exercise that consisted of W-H questions and they had to write down the main idea of each paragraph. Finally, the researcher gave the post-test in the last meeting.

In control class, the researcher did not give treatment to the students by using Jumbled Picture Stories. The researcher taught them by using Jumbled Paragraphs since the teacher used to teach reading recount text by using Jumbled Paragraphs. Then, the researcher asked students to answer the questions based on the text given about “the freeze birds in the winter”. The learning process was done in a set of the learning process involved in this study were pre-test, first meeting, second meeting, and post-test. In the control class, the learning material and forms of tests were the same as in the experimental class. The difference between both of the

classes was the media used by the researcher during the teaching-learning process.

Before treatment, the researcher gave a pre-test to the both of the classes. This activity was aimed to know the students' achievement of both classes before the researcher gave treatment. In the pre-test, there were twenty-five test items. The form of the test was twenty items of multiple choice and five items of essay.

3. Students' Reading Comprehension Test Score of Experimental Class

The table below showed the result of students' reading comprehension achievement of pre-test and post-test for students who were taught by using Jumbled Picture Stories in experimental class.

Table 4.3
The Score of Students' Reading Comprehension in Experimental Class

No.	Name	Score	
		Pre-test	Post-test
1	A.K.P.	80	82
2	A.W.	78	82
3	B.A.N.	83	92
4	D.S.	85	91
5	D.A.A.	79	82
6	D.L.T.A.	78	86
7	E.R.D.	78	90
8	F.A.M.	79	81
9	F.D.S.	79	85
10	H.S.	79	86
11	L.W.	79	81
12	L.O.	78	88
13	M.R.M.	80	90

14	N.E.A.	79	83
15	P.S.B.	90	91
16	R.K.	78	80
17	R.S.A.	79	90
18	S.E.T.	90	80
19	T.R.S.	82	92
20	Y.P.	79	89
21	Z.A.R.	82	85
Total		1694	1806
Mean		80.66667	86

From the table above, it can be seen that in the experimental class, the highest score of pre-test is 90, while the lowest score of pre-test is 78. Furthermore, the highest score of post test is 92, while the lowest score is 80. The total score of pre-test is 1694 with the mean is 80,667. Meanwhile, the total score of post-test is 1806 with the mean 86.

The result of students' test of experimental class can be seen clearly on the following table. It explores about pre-test and then the result of post-test in the experimental class.

Table 4.4
Frequency Distribution of Pre-test in Experimental Class

		SCORE PRE-TEST			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	78	5	23,8	23,8	23,8
	79	8	38,1	38,1	61,9
	80	2	9,5	9,5	71,4
	82	2	9,5	9,5	81,0
	83	1	4,8	4,8	85,7
	85	1	4,8	4,8	90,5
	90	2	9,5	9,5	100,0
	Total	21	100,0	100,0	

From the table above, it could be seen that the score of students' reading comprehension in pre-test was various. There were 23,8% students or 5 students got 78, 38,1% students or 8 students got 79, 9,5% students or 2 students got 80, 9,5% students or 2 students got 82, 4,8% students or 1 student got 83, 4,8% students or 1 student got 85, and 9,5% students or 2 students got 90.

Based on the table above, the histogram can be seen in as follows:

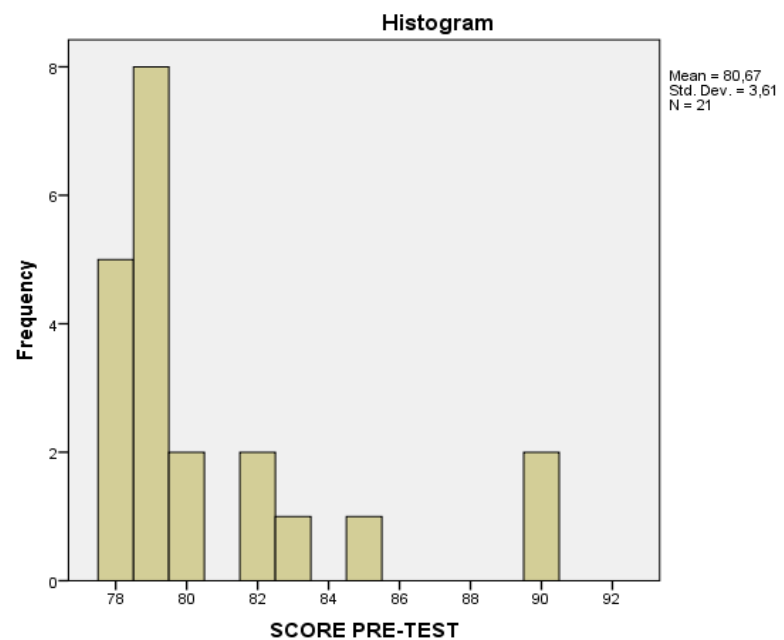


Figure 4.1

Histogram for the Pre-test in Experimental Research

From the histogram above, it is stated $M = 80,67$ and $SD = 3,61$. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

a) More than $M + 1.SD$ ($80,67 + 3,61 = 84,28$) is categorized into good

- b) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- c) Less than $M - 1.SD$ ($80,67 - 3,61 = 77,06$) is categorized into low

Thus it can be seen that the scores which are more than 84,28 is categorized into good, the score between 77,06-84,28 is categorized into medium, and the scores which are less than 77,06 is categorized into low.

That categorized can be seen clearly in the following:

Table 4.5
The Categorization of Students' Pre-test in Experimental Class

No.	Score	Frequency	Percentage	Category
1	More than 84	3	14,29%	Good
2	Between 77- 84	18	85,71%	Medium
3	Less than 77	-	-	Low
	Total	21	100%	

From the table above, it could be seen that the score of students' reading comprehension who were taught by using Jumbled Picture Stories in pre-test was 14,29% in good category and 85,71% in medium category.

Table 4.6
Frequency Distribution of Post-test in Experimental Class

		SCORE POST-TEST			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	2	9,5	9,5	9,5
	81	2	9,5	9,5	19,0
	82	3	14,3	14,3	33,3
	83	1	4,8	4,8	38,1
	85	2	9,5	9,5	47,6
	86	2	9,5	9,5	57,1
	88	1	4,8	4,8	61,9
	89	1	4,8	4,8	66,7
	90	3	14,3	14,3	81,0
	91	2	9,5	9,5	90,5
	92	2	9,5	9,5	100,0
	Total	21	100,0	100,0	

From the table above, it could be seen that the score of students' reading comprehension in post-test was various. There were 9,5% students or 2 students got 80, 9,5% or 2 students got 81, 14,3% or 3 students got 82, 4,8% students or 1 student got 83, 9,5% students or 2 students got 85, 9,5% or 2 students got 86, 4,8% students or 1 student got 88, 4,8% students or 1 student got 89, 14,3% students or 3 students got 90, 9,5% students or 2 students got 91, and 9,5% students or 2 students got 92.

Based on the table above, the histogram can be seen below:

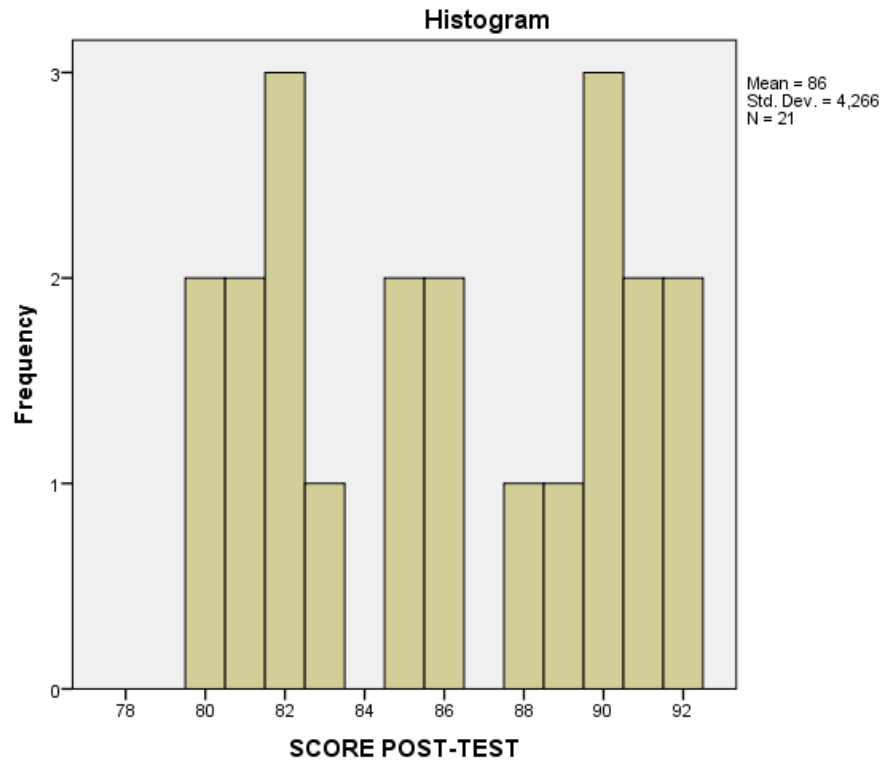


Figure 4.2

Histogram for the Post-test in Experimental Class

From the histogram above, it is stated that $M = 86$ and $SD = 4,26$.

To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores by using standard as follows:

- a) More than $M + 1.SD$ ($86 + 4,26 = 90,26$) is categorized into good
- b) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- c) Less than $M - 1.SD$ ($86 - 4,26 = 81,74$) is categorized into low

Thus it can be seen that the scores which were more than 90,26 were categorized into good, the scores between 81,74-90,26 were categorized into medium, and the scores which were less than 81,74

werecategorized into low. That categorized can be seen clearly in the following table:

Table 4.7
The Categorization of Students' Post-test in Experimental Class

No.	Score	Frequency	Percentage	Category
1	More than 90	4	19,05%	Good
2	Between 82-90	13	61,90%	Medium
3	Less than 82	4	19,05%	Low
	Total	21	100%	

From the table above, it could be seen that the score of students' reading comprehension who were taught by using Jumbled Picture Stories in post-test was 19,05% in good category, 61,90% in medium category, and 19,05% in low category.

4. Students' Reading Comprehension Test Score of Control Class

The table below showed the result of students' reading comprehension achievement of pre-test and post-test for students who were not taught by using Jumbled Picture Stories in control class (using Jumbled Paragraphs).

Table 4.8
The Score of Students' Reading Comprehension in Control Class

No.	Name	Score	
		Pre-test	Post-test
1	A.S.	78	79
2	A.P.P.	80	81
3	A.F.W.	78	86
4	D.A.	80	88
5	D.A.H.	80	80
6	D.A.	80	85
7	D.Y.M.S.	80	88
8	F.Y.P.	78	87
9	F.S.	79	82
10	H.F.M.	80	84
11	L.D.S.	80	79
12	M.A.F.	80	87
13	N.N.P.	80	81
14	N.S.	79	81
15	R.S.S.R.	80	78
16	R.C.	79	80
17	S.C.F.	80	82
18	V.R.A.W.	80	86
19	W.A.P.	80	79
20	Y.F.A.S.	80	78
21	Y.D.L.	80	83
Total		1671	1734
Mean		79.5714	82.5714

From the table above, it can be seen that in the control class, the highest score of pre-test is 80, while the lowest score of pre-test is 78. Furthermore, the highest score of post test is 88, while the lowest score is 78. The total score of pre-test is 1671 with the mean is 79,57. Meanwhile, the total score of post-test is 1734 with the mean 82,57.

The result of students' test of control class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the control class.

Table 4.9
Frequency Distribution of Pre-test in Control Class

SCORE PRE-TEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 78	3	14,3	14,3	14,3
79	3	14,3	14,3	28,6
80	15	71,4	71,4	100,0
Total	21	100,0	100,0	

From the table above, it could be seen that the score of students' reading comprehension in pre-test was various. There were 14,3% students or 3 students got 78, 14,3% students or 3 students got 79, and 71,4% students or 15 students got 80.

Based on the table above, the histogram can be seen below:

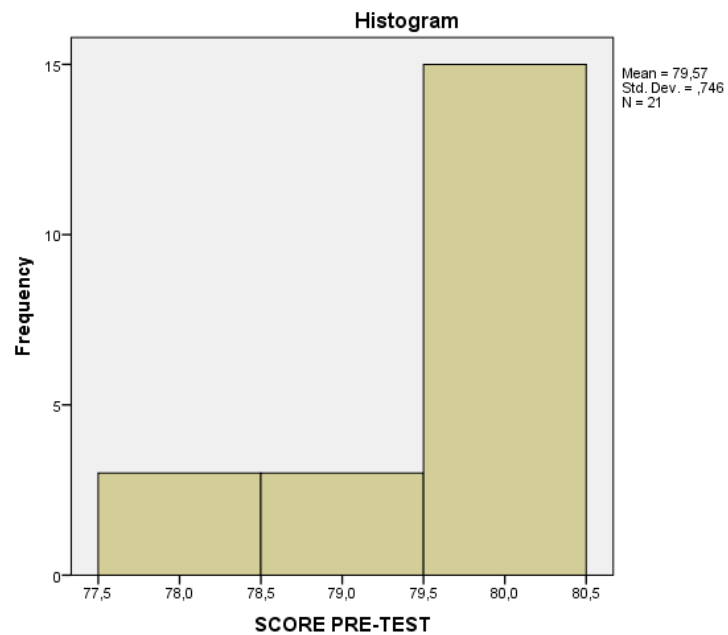


Figure 4.3

Histogram for the Pre-test in Control Class

From the histogram above, it is stated that $M = 79,57$ and $SD = 0,75$.

To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

- a) More than $M + 1.SD$ ($79,57 + 0,75 = 80,32$) is categorized into good
- b) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- c) Less than $M - 1.SD$ ($79,57 - 0,75 = 78,82$) is categorized into low

Thus it can be seen that the scores which were more than 80,32 were categorized into good, the scores between 78,82-80,32 were categorized into medium, and the scores which were less than 78,82 were categorized into low. That categorized can be seen clearly in the following table:

Table 4.10
The Categorization of Students' Pre-test in Control Class

No.	Score	Frequency	Percentage	Category
1	More than 80	-	-	Good
2	Between 79-80	18	85,71%	Medium
3	Less than 79	3	14,29%	Low
	Total	21	100%	

From the table above, it could be seen that the scores of students' reading comprehension who are taught by using Jumbled Picture Stories in pre-test that was 85,71% in medium category and 14,29% in low category.

Table 4.11
Frequency Distribution of Post-test in Control Class

SCORE POST-TEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 78	2	9,5	9,5	9,5
79	3	14,3	14,3	23,8
80	2	9,5	9,5	33,3
81	3	14,3	14,3	47,6
82	2	9,5	9,5	57,1
83	1	4,8	4,8	61,9
84	1	4,8	4,8	66,7
85	1	4,8	4,8	71,4
86	2	9,5	9,5	81,0
87	2	9,5	9,5	90,5

88	2	9,5	9,5	100,0
Total	21	100,0	100,0	

From the table above, it could be seen that the score of students' reading comprehension in post-test was various. There were 9,5% students or 2 students got 78, 14,3% students or 3 students got 79, 9,5% students or 2 students got 80, 14,3% students or 3 students got 81, 9,5% students or 2 students got 82, 4,8% students or 1 student got 83, 4,8% students or 1 student got 84, 4,8% students or 1 student got 85, 9,5% students or 2 students got 86, 9,5% students or 2 students got 87, and 9,5% or 2 students got 88.

Based on the table above, the histogram can be seen below:

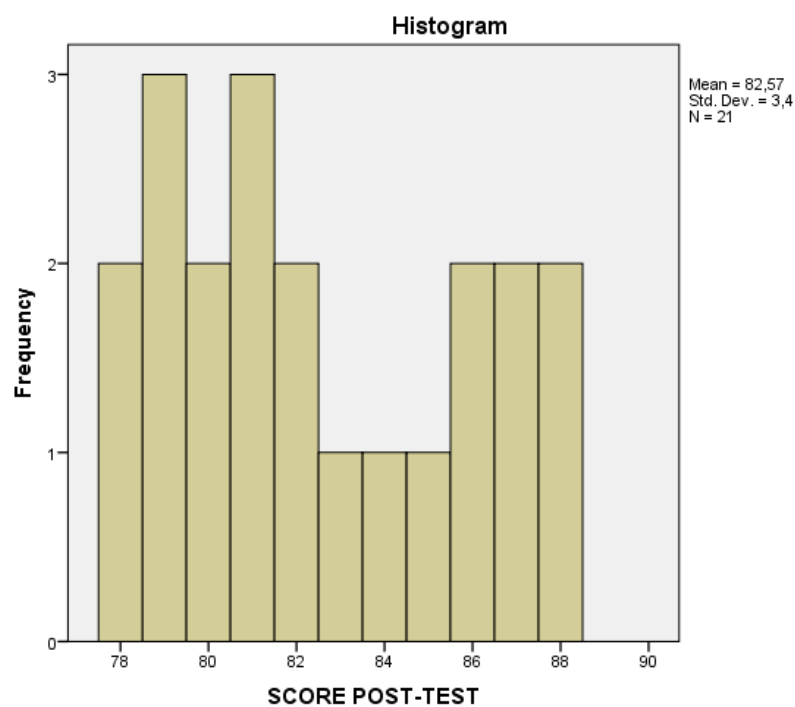


Figure 4.4
Histogram for the Post-test in Control Class

From the histogram above, it is stated that $M = 82,57$ and $SD = 3,4$. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

- a) More than $M + 1.SD$ ($82,57 + 3,4 = 85,97$) is categorized into good
- b) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- c) Less than $M - 1.SD$ ($82,57 - 3,4 = 79,17$) is categorized into low

Thus it can be seen that the scores which were more than 85,97 were categorized into good, the scores between 79,17-85,97 were categorized into medium, and the scores which were less than 79,17 were categorized into low. That categorized can be seen clearly in the following table:

Table 4.12

The Categorization of Students' Post-test in Control Class

No.	Score	Frequency	Percentage	Category
1	More than 86	4	19,05%	Good
2	Between 79-86	15	71,43%	Medium
3	Less than 79	2	9,52%	Low
	Total	21	100%	

From the table above, it could be seen that the scores of students' reading comprehension who are not taught by using Jumbled Picture

Stories in post-test that was 19,05% in good category, 71,43% in medium category, and 9,52% in low category.

C. Data Analysis

Before testing the hypothesis, the data had to fulfill the assumption for testing hypothesis. There were normality and homogeneity test of the data.

1. Normality

Normality test is to determine whether the population data is normally distributed or not.⁶⁵ There are three kind of normality test, they are Kolmogorov – Smirnov, Lilieforsc, and Chi Square. In this research, the researcher used Kolmogorov – Smirnov test and calculate the data by using SPSS 16 version.

Table 4.13
Normality Test
One Sample Kolmogorov – Smirnov Test

CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
SCORE EXPERIMENTAL CLASS	.159	21	.176	.902	21	.038
CONTROL CLASS	.154	21	.200*	.915	21	.069

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

⁶⁵ Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif* (Jakarta: PT Bumi Aksara, 2014), 153.

Based on the calculation of SPSS 16 version above, it can be seen that the test used one-sample Kolmogorov-Smirnov test. The table above showed that the value of Sig. in experimental class was higher than α ($0,176 > 0,05$). It means that the data of experimental class is normality distributed. In control class, the table showed that the value of Sig. was higher than α ($0,200 > 0,05$). It means that the data of control class is normality distributed.

2. Homogeneity

It was useful to test homogeneity of variance in compared two or more groups.⁶⁶ Homogeneity test was done before researcher compare of some groups. In this research, the researcher calculated the homogeneity test by using SPSS 16 version. The result of calculation as below:

Table 4.14
The Result of Homogeneity Calculation Test of Homogeneity of Variances

Test of Homogeneity of Variances

SCORE

Levene Statistic	df1	df2	Sig.
2.036	1	40	.161

Based on the calculation of SPSS 16 version above, it can be seen from the value of Sig. that was higher than α ($0,161 > 0,05$). It means that the data is homogeneous.

⁶⁶ Retno, *Statistika*, 212.

3. T-test

After conducting normality and homogeneity test, the researcher tested the hypothesis. The researcher used T-test to analyze the data. It was used to compare the students' reading achievement who were taught by using different media. They were experimental class and control class. Experimental class was taught by using Jumbled Picture Stories media. Control class was not given treatment because the students were taught by using Jumbled paragraphs as had been used by the teacher before. In this research, the researcher calculated the data of the research by using SPSS 16 version.

Table 4.15

Mean Score of Experimental Class and Control Class

Group Statistics

CLASS	N	Mean	Std. Deviation	Std. Error Mean
SCORE EXPERIMENTAL CLASS	21	86.00	4.266	.931
CONTROL CLASS	21	82.57	3.400	.742

Based on the table above, the result of data analysis showed that the students' means score of experimental class was 86,00 while the students' means score of control class was 82,57.

Table 4.16
The Result of T-test Calculation
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
SC OR E	2.036	.161	2.880	40	.006	3.429	1.190	1.023	5.834	
Equal variances assumed			2.880	38.101	.006	3.429	1.190	1.019	5.838	
Equal variances not assumed										

From the table above, it can be seen that the value of T-test was 2,880 and the degree of freedom was 40 ($df = db - 2$; $42 - 2 = 40$). The value of T_{table} in significant 5% is 2,021. To interpret the data above, the researcher formulated hypothesis as below:

H_a : Students who are taught by using jumbled picture stories get better score in reading recount text than those who are taught by using jumbled paragraphs.

H_0 : No students who are taught by using jumbled picture stories get better score in reading recount text than those who are taught by using jumbled paragraphs.

The result of the research showed that the value of T-test was higher than $T_{table}(2,880 > 2,021)$. It means that H_a was accepted and H_0 was refused. It can be concluded that students who were taught by using jumbled picture stories got better score in reading recount text than those who were taught by using jumbled paragraphs.

D. Discussion and Interpretation

This research was conducted to find out the comparison between students' score who were taught by using Jumbled Picture Stories and students who were taught by using Jumbled Paragraphs, especially in reading comprehension. Based on the computation above, it was shown that the difference coefficient of students taught by using Jumbled Picture Stories and students taught by using Jumbled Paragraphs was 2,880. The result was used to find out whether the difference coefficient was a significant coefficient or not.

Hypothesis test (t_0) at 2,880 from the computation above would be compared to the "t" index (t_t) with the condition stated below:

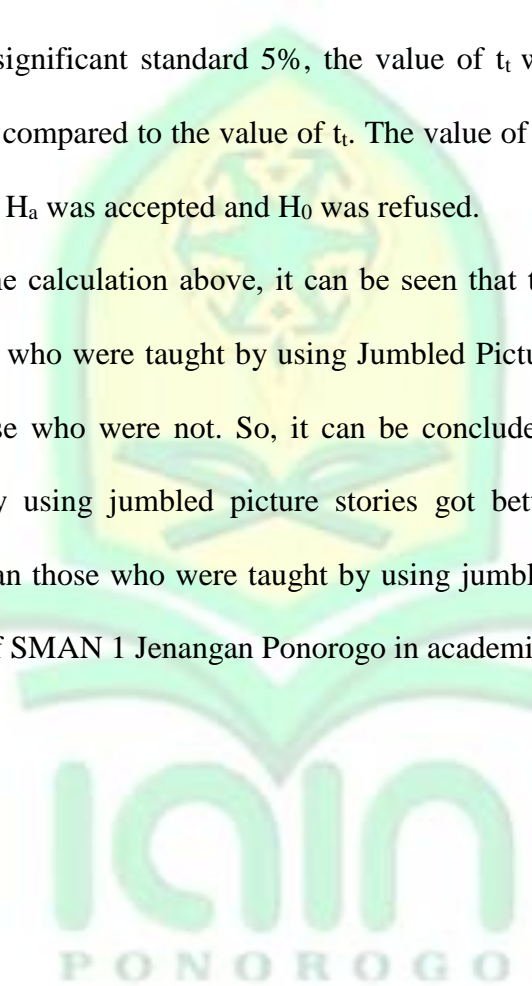
1. If the $t_0 > t_t$, H_a was accepted. It means that students who were taught by using jumbled picture stories got better score in reading recount text than those who were taught by using jumbled paragraphs.
2. If the $t_0 < t_t$, H_a was refused. It means that no students who were taught by using jumbled picture stories got better score in reading recount text than those who were taught by using jumbled paragraphs.

To determine the value of t_0 , the researcher checked db and consulted with t_t score:

$$\begin{aligned} Db &= n1 + n2 - 2 \\ &= 21 + 21 - 2 \\ &= 40 \end{aligned}$$

At the significant standard 5%, the value of t_t was 2,021. Then, the value of t_0 was compared to the value of t_t . The value of t_0 was 2,880. So, $t_0 > t_t$. It means that H_a was accepted and H_0 was refused.

From the calculation above, it can be seen that the students' reading comprehension who were taught by using Jumbled Picture Stories got better score than those who were not. So, it can be concluded that students who were taught by using jumbled picture stories got better score in reading recount text than those who were taught by using jumbled paragraphs at the tenth graders of SMAN 1 Jenangan Ponorogo in academic year 2019/2020.



CHAPTER V

CLOSING

This chapter explained the conclusion and recommendations. It has a purpose to give the conclusion of the research and recommendation for anything related to this research.

A. Conclusion

Based on the data analysis, it can be concluded that students who were taught by using jumbled picture stories got better scores in reading recount text than those who were taught by using jumbled paragraphs at tenth graders of SMAN 1 Jenangan Ponorogo in the Academic Year 2019/2020. The mean score of the students' post-test from the experimental class (86) was higher than the control class (82,57). It has been found that the value of the T-test was 2,880. This score was higher than t_{table} which was 2,021 insignificant 5% with $df = 40$. It means that H_a was accepted. So, the use of Jumbled Picture Stories as media has given the significant difference in increasing students' reading achievement.

B. Recommendations

Based on the conclusion above, some suggestions that might be useful for English teachers, students, and readers are presented below:

1. For the English teachers

The teacher should use an appropriate media in teaching reading comprehension to make students learn English easily and effectively. The teacher is hoped to make students comprehend the material learning, especially in reading comprehension. Jumbled Picture Stories is one of the media that can be used to teach students. It is considered effective to make them develop their reading skills. Besides, the students can focus on the learning process and be more active to participate in reading class.

2. For the students

The students should be attentive and active during the teaching-learning process, especially in reading comprehension. Reading is one of four basic skills in English. Jumbled Picture stories as media is expected to make students interested and active in class. So, Jumbled Picture Stories as learning media can increase students' reading comprehension achievement.

3. For the readers

For the other readers, the researcher hopes that the result of this research can be useful as a reference for further research concerning English learning especially in reading comprehension.

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