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THE COMPARATIVE STUDY BETWEEN THE STUDENTS' LEARNING ACHIEVEMENT IN READING COMPREHENSION BY USING PICTURE AND BRAINSTORMING AT THE SEVENTH YEAR STUDENTS OF MTs

NEGERI GARAWANGI – KUNINGAN

Thesis

Submitted to the English Education Department of Syekh Nurjati State Institute For
Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree
in English Education (S.Pd.I)



By:

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ISLAMIC STUDIES
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2012**



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ABSTRACT

Sri Fajriyaningsih: THE COMPARATIVE STUDY BETWEEN THE STUDENTS' LEARNING ACHIEVEMENT IN READING COMPREHENSION BY USING PICTURE AND BRAINSTORMING AT THE SEVENTH GRADE STUDENTS OF *MTs NEGERI GARAWANGI*.

English is a very important school subject in every educational level. All students have to learn it willingly or unwillingly. There are four language skills in learning English, namely: listening, speaking, reading, and writing. The students have to learn all of the language skills to get best result in learning English as a foreign language.

Students interest to study if the media can be supported in a teaching. According to Mc. Luhan in Arif S. Sadiman (1984), media is a tool which is also called a channel, because the media substantially expand or extend the human ability to feel, hear, and see within the boundaries of distance, space, and an almost unlimited time anymore. In this case, the media which are used by researcher are using picture and brainstorming to teach easily reading text. Picture basically helps encourage students and arouse their interest in the subject. It can help them in their language skills, art activities, and statement of creative storytelling, dramatization, reading, writing, painting and drawing as well as it help them interpret and remember the material contents of the textbook (Sadiman S. Arif, 1984). Brainstorming means to storm a problem with ideas (invade a problem with these ideas).

The aims of this research are To find out the data of the students' learning achievement in reading comprehension by using picture (X_1 variable), to find out the of the students' learning achievement in reading comprehension by using brainstorming (X_2 variable) and to describe whether there are any significant differences or not between the results of the students learning achievement in reading comprehension by using picture and by using brainstorming.

The method which is used in research is quantitative method. One of types of quantitative research is experimental research. Fraenkel (2010:265) stated that experimental research is one of the most powefull research methodologies that researcher can use. The researcher divides the amount of sample into two group. They are experimental group (picture) and control group (brainstorming). The procedures of this research are use a pre-test and pos-test.

By using the formula of Product Moment T- test there is comparison between students' reading achievement by using picture and brainstorming because the data indicates the result $t=2.5$ and $t_{\text{account}}= 2.02$. It means between the students' reading achievement by using picture and by using brainstorming has a significant comparison.



PREFACE

In the name of Allah, Most Gracious, Most Merciful. All praises due to Allah Swt and thankfulness be to Allah Swt who has permitted the researcher does this thesis sooner. My invocation and safety always be given to the prophet Muhammad Saw, his family, his companions, and his followers up to the end of the world.

This thesis is entitled **“The Comparative Study Between The Students' Learning Achievement In Reading Comprehension By Using Picture And Brainstorming At The Seventh Year Students Of MTs Negeri Garawangi – Kuningan**

Presented to the English Education Department of *Tarbiyah* Faculty, English Study Program, *Syekh Nurjati* State Institute for Islamic Studies (IAIN) *Cirebon* in partial fulfillment of the requirements for Degree of Islamic English Faculty Education.

In writing this thesis, there are so many people who have participated, supported, helped, and advised, so that the thesis finishes in time. In this opportunity the researcher would like to convey her sincere gratitude to:

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8. All people who always give smile, pray, and support for the researcher.

The researcher realizes that this thesis is still far from perfect. Therefore, any comment and suggestion given by the readers would be gladly welcome.

Hopefully, this thesis will be useful for the readers, especially for the researcher and also for the students of Cirebon State Institute for Islamic Studies.

Cirebon, November 20th2012

The writer



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is an international language and also language for science and technology. Many books and science are written in English. Indonesian should be master English well so that they can absorb the science and technology.

It is very important to master English as an international language. To gain a good result of English learning, people should take a good and effective ways because learning English as a foreign language is a complex task. Learning English as a foreign language is a difficult thing to do for most of the Indonesian students. It also takes a lot of time since English as a foreign language for them.

According to the meaning of communication itself, English is one of the international language .it is widely spoken in the world .it is also plays a very important role in many aspect, such as economics, politics, science and technology, social and soon most reference of them are written in English.

English language is as a tool to communicate orally and written. As a means of communication, using the target language uses it to understand and express the information, think, and feeling and to develop knowledge, technology and culture.

English is one of the foreign languages that are taught in our country. In educational context, according to curriculum 2004 the function of English language is as communication tool to access the information and in the daily life context English



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language is as a communication tool to get a relationship, share the information and to enjoy the language ecstatic in English culture.

From the statements above, the writer can conclude that studying English is very important for people. Because one of the English language purposes is to improve the conscious that English language is very important as foreign language to be first tool in learning. So the teacher has to effort to teach their students to mastery all of the English skills (Reading, Speaking, Listening and Writing). It is a challenge for the English teacher to teach the students as well as possible in order to the students to be able in English.

In relation to this phenomenon, English is the first foreign language which is taught in Junior High School and Senior High School as a compulsory subject, and also in Elementary School as a local content subject. In Senior High School, students are hoped to develop their abilities to communicate in English involving the four communication competencies: reading, listening, speaking and writing. In order to fulfill the need of globalization and information era in the 21st century, these competencies are hoped to prepare the Junior High School students for the next study or working in sectors that use English as the means of communication.

The Junior High School students are the best language learners. Penny Ur in Harmer (2002: 38) suggests that teenage students are in fact overall the best language learners. Furthermore, the junior high school students have high curiosity and easy to be motivated. Harmer (2002: 39) said that teenager have a great capacity to learn, a great potential for creativity, and a passionate commitment to thing which interest them.



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Reading is important skill because by reading we can get new information and knowledge, although we can get knowledge from our teacher, we still need other source to get the knowledge. We can need some books to increase our knowledge, because in the researcher experience, that every book had different information and knowledge.

Reading activity is needed by students in their learning. Students difficulties in comprehending the reading text is one of class phenomenon, so the method, approach and procedure must help the students comprehend the reading text. Harmer (2002: 79) said that methods, procedures, approaches (and models) which influence the current state of English language teaching. Because of reading comprehension is an important thing in English learning, so that the teacher must use methods, procedures and approaches appropriately to the students in teaching reading. Therefore, the teacher uses teaching media such as: video, tape recorder, picture, charts etc. The teaching media helps students comprehend the meaning and aim of the text.

Why does the writer take picture and brainstorming as a comparative study? Picture and brainstorming are important to comprehend the goal of the text. It means that picture and brainstorming help students comprehend the content of the reading text. Alkhuli (1976: 119) states that a picture may be used as an aid to explaining the content of some reading materials. Brainstorming helps the students to read a text, in this case, Brown said that brainstorming is often put to excellent use in preparing students to read a text, to discuss a complex issue, or to write in a topic (Brown, 1996: 181). Based on these backgrounds, the writer takes a research which entitled:



The Comparative Study between The Students' Learning Achievement in Reading Comprehension by Using Picture and Brainstorming at The Seventh Year of *MTs Negeri Garawangi*.

B. The Identification of the Problem

The problem in this research is classified into the following sections :

1. The Research Area

The research area is concerning with reading comprehension in reading text.

2. The Kinds of Problem

The kinds of problem in this thesis are :

- The students unlike reading
- The students difficult to understand reading text
- The students feel bored when they are reading.

3. The Main of the Problem

In conducting, the writer make limitation. The writer only focuses on the students difficult to understand reading text at The Seventh Year of *MTs Negeri Garawangi* 2011/2012 academic year.

4. The Limitation of the Problem

To avoid misinterpretation to the term that is used in the title of this thesis, it is necessary to interpret the scope and limitation of the research. The scope of the research are :

1. The students' learning achievement in reading comprehension by using picture.



2. The students' learning achievement in reading comprehension by using brainstorming.
3. The comparison of results between using picture and brainstorming

5. The Questions of the Research

In this thesis, the writer would like to formulate the questions of research as follow :

1. How is the students' learning achievement in reading comprehension by using picture?
2. How is the students' learning achievement in reading comprehension by using brainstorming?
3. Is there any difference between the students' learning achievement in reading comprehension by using picture and by using brainstorming?

6. The Aims of the Research

In this thesis, the writer would like to mention the aims of research as follows :

1. To find out the data of the students' learning achievement in reading comprehension by using picture (X_1 variable).
2. To find out the of the students' learning achievement in reading comprehension by using brainstorming (X_2 variable).



3. To describe whether there are any significant differences or not between the results of the students learning achievement in reading comprehension by using picture and by using brainstorming.

C. The Use of The Research

The research product hoped to be able to increase developing of language learning, especially in increasing the students' learning achievement in reading comprehension by using picture and by using brainstorming.

D. The Frame of Thinking

Reading skill is a skill taught to the students in order that they are enables to read the text that is written in English. The students must be able to read English books, containing articles, information technology, law politic etc. In fact a lot of students are difficult to catch on the idea, meaning and vocabulary of the text.

Reading is important skill because by reading we can get new information and knowledge, although we can get knowledge from our teacher, we still need other source to get the knowledge. We can need some books to increase our knowledge, because in the researcher experience, that every book had different information and knowledge.

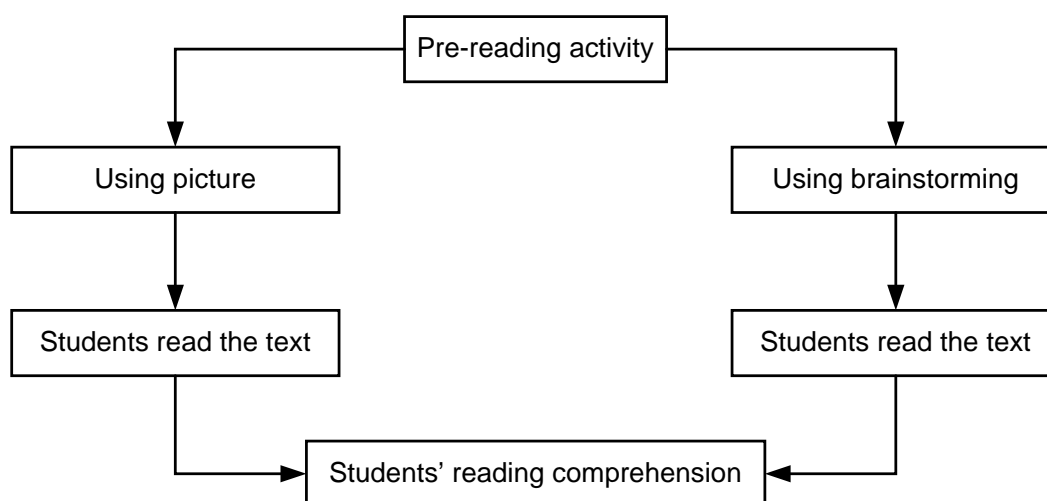
Picture and brainstorming are placed in the beginning session to introduce or explain the reading text. The both of picture and brainstorming are placed in pre-reading activity to make the students understand the goal of the text, conceptual



background and to give motivation to the students. The pre-reading activity will provide students the vocabulary and conceptual background needed to comprehend and retain the information in the particle.

(www.thursdayclassroom.com, 2000: 2)

Based on the statement, the writer would like to illustrate the frame of thinking of this research diagrammatically as follow:



Tabel 1.1 pre-reading activities

The difference between picture and brainstorming is technique in implementation. Picture is a drawing shows a scene, a person or a thing to make clear, effective and interest. Brainstorming is creative juices to make students think the material. The goals are the same to develop the students' vocabulary, to decode their experience which they can access the known word meaning represented in memory. In brief both of picture and brainstorming make clear and enable the students to comprehend the reading text.



Recently, picture has supposed to be a best technique in students reading comprehension. The writer picks out the brainstorming technique as a comparative study.

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