

ABSTRACT

Indreswari, Felisa. 2017. *The Effect of Using Teaching Proficiency through Reading and Storytelling toward Student's Reading Comprehension on Tenth Grade of SMAN Kalisat in 2016/2017 Academic Year*. Thesis. English Educational Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Drs. H. Moch. Zaki Hasan, M.Si (2) Anita Fatimatul Laely, M.Pd

Key Word : Reading Comprehension, Teaching Proficiency through Reading and Storytelling

Reading is one of the basic English skills which should be mastered by the students. It is an important tool for academic success. If the students struggling to understand English, it will hard to read and comprehending the English text and they cannot enrich their knowledge through reading. Reading is necessary in every class, the students should have reading habit to make them easily to develop their knowledge and learning about certain topic.

In this research, the problem is "Is there any significant effect of using Teaching Proficiency through Reading and Storytelling toward Student's Reading Comprehension on Tenth Grade of SMAN Kalisat in 2016/2017 Academic Year?". The researcher used non-randomized control group pretest post-test that involves two groups, namely: class X MIPA 2 as experimental group and class X MIPA 1 as control group. As the instrument of the research, the reading comprehension test was used to analyze the data in which the significance was determined by $p < 0,05$.

The result showed that mean of pre-test of experimental and control group are 68 and 69. It means that both groups have same ability before any treatments are given. While, the mean score of post-test in experimental group is 82, 46 and control group is 76, 65. The result of t test using SPSS based on the table above, the value of t is 2.793 with significance value 0.001. It showed that the probabilities value of the students' reading comprehension lower than 0.05 level of significance. So, the null hypothesis (H_0) is rejected and the hypothesis alternative (H_a) is accepted. From the mean score between experiment and control group, it can be seen that experimental group that taught using Teaching Proficiency through Reading and Storytelling get better score than control group. It means that this strategy had positive impact on students' reading comprehension.

Therefore, the answer of the problem of the research is Teaching Proficiency through Reading and Storytelling give significant effect toward students' reading comprehension on tenth grade of SMAN Kalisat at 2016/2017 academic year.