

ABSTRACT

Yuliani, Eli. 2019. *The effect of Using Stick Figures in the Eighth Grade Students' Reading Comprehension at MTs Wahid Hasyim Kunir in 2018/2019 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember.
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As one of the language skills, reading has an important role in learning English. It serves knowledge and information for the readers. Reading is a process of understanding and obtaining the information from a written text. Therefore, it is important to do a research entitled "The Effect of using Stick Figures on the Eighth Grade Students Reading Comprehension". In this research, the problem "Is there any significant difference on reading comprehension on the eighth grade students at MTs Wahid Hasyim Kunir in 2018/2019 academic year between who are taught by using stick figures and those who are not using stick figures?"

The objective of this research referring to the research problem isto know whether there is a significant difference on reading comprehension on the eighth grade students at MTs Wahid Hasyim Kunir in 2018/2019 academic year between who are taught by using stick figures and those who are not using stick figures. The design of this research is experimental research. The research samples are VIIIA as experimental group consisting 23 students and VIIIB as control group consisting 23 students. The data collected by using comprehension text, pre test and post test. In order to find the differences between experimental and control groups, t-test is used.

The result of data that mean of pre-test of experimental and control group are 55,17 and 52,52. It means that both groups have the same ability before any treatment are given. While, the mean score of post-test in experimental group is 77,04 and control group is 56,87. The result of t-test using SPSS based on the table, the value of *t* is 0,836 with significance value 0,000. It shows that probabilities value of students lower than 0,05 level of significance. It means that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

It can be concluded that there is significant difference on reading comprehension who are taught by using stick figures and those who are not using stick figures at MTs Wahid Hasyim Kunir in 2018/2019 academic year. The future research use the results of this research a reference to conduct a further research dealing with a similar topic in a different design to improve students reading comprehension by using stick figures.