

## ABSTRACT

### **The Implementation of Using Scrambled Pictures as Media in Increasing Student's Reading Comprehension Achievement at Second Year of SMP Kristen 1 Metro**

By

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This research was aimed at answering whether (1) there was a significant difference of students' reading comprehension before and after being taught through scrambled pictures, (2) which aspect of reading comprehension does improve the most in terms of macro skills after being taught through scrambled pictures. This research was conducted in SMP Kristen 1 Metro.

The sample of this research was the second grade students. This research used narrative text reading tests to collect the data. Based on the data analysis, the results of this research show that there was a significant improvement of students' reading comprehension achievement after the implementation of scrambled pictures. One group pre-test post-test was used as the design of the research. The data was collected using reading test. The test was in multiple choices with 30 items.

The result of this research showed that there was a difference in students' reading comprehension achievement after being taught through scrambled pictures. It could be seen from the mean score of the students' pretest and posttest. The results showed that the mean score of pretest was 51.97 and the mean score of posttest was 66.82, in which the gain amounted 14.85. The aspect of reading comprehension that is mostly increased was main idea. From the result of the tests analyzed by *Paired Sample T-Test*, it showed that the value of two tails significance (0.00) smaller than the alpha ( $0.00 < 0.05$ ). It can be concluded that there was significant difference of students' reading comprehension after being taught by using scrambled pictures. Therefore, scrambled pictures was recommended to be applied as a media in teaching reading.

**Keywords:** *scrambled pictures, reading comprehension achievement, narrative text, aspect of reading.*