

ABSTRACT

IMPROVING STUDENTS' READING ACHIEVEMENT THROUGH SELF-QUESTIONING STRATEGY BY USING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 5 BANDAR LAMPUNG

By

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The research has been conducted to help students' improve their reading comprehension achievement. The objectives of this research are to investigate whether there is significant difference between students' reading achievement before and after the implementation of self-questioning strategy and to find out the students' response in the class of reading comprehension. Self-questioning strategy is a reading strategy which is assumed to be usable for improving students' comprehension ability. This strategy is supposed to be able to make the students generate, think about, predict, investigate, and answer questions that satisfy curiosity about what they read.

The subjects of the research are the students of SMAN 5 Bandar Lampung in the 2012/2013 academic year. The sample of the research is X1 as experimental class consisting of 33 students. The design used is one-group pretest posttest. In collecting the data, the researcher used reading test and questionnaire. Besides, the researcher administers the pretest, the treatments and the post test. In this research, the repeated measures t-test is used to analyze the data.

The result shows that self-questioning strategy can be used to increase the students' reading achievement of descriptive text. It can be seen from the progress of students' reading achievement from the mean score of pretest and post test. In pretest, the mean score is 54.12 and 69.66 in post test. It means that there is an increase of 15.54. By using t-test, it has been found that t-ratio (19.602) is higher than t-table (2.042). Since, t-ratio is higher than t-table, it proves that the increase is significant. Based on the result of questionnaire, it is also been found that there is positive students' response toward self-questioning strategy. Therefore, teaching reading comprehension through self questioning strategy can be used to give positive effect to the students and it is suggested that teacher may apply self questioning strategy in teaching reading.