ABSTRACT

A COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION ACHIEVEMENT BETWEEN THOSE TAUGHT THROUGH PREDICTIVE TECHNIQUE AND THOSE TAUGHT THROUGH MAKING INFERENCES TECHNIQUE AT THE SECOND GRADE OF SMAN 1 KOTAGAJAH

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Reading is strongly recommended for all students who learn English subject. By reading, they are expected to be good in reading by using their prior knowledge for connecting background knowledge to their thoughts to get the information and from the text. However, the students still have some problems in comprehending the texts. In addition, the students tend to be passive and do not focus and they could not answer or give responds quickly during the learning process.

The objectives of the research are (1) to investigate whether there was difference of students' reading comprehension achievement between those taught through predictive technique and those taught through making inferences technique, and (2) to determine which one of the two techniques was more effective for teaching reading comprehension. The researcher applied pre-test and post-test control group design. This experimental method dealt with two groups: the experimental class and control class. The sample of the research was the second grade of SMAN 1 Kotagajah.

The findings of the research revealed that there was difference of students' reading comprehension achievement between those taught through predictive technique and those taught through making inferences technique. In addition, predictive technique was more effective than making inferences technique to encourage the students' motivation to be more active during the process of learning reading. It can be seen from the results of post-test in the experimental class was 81.50 which higher than the mean score of students' post-test in the control class which was 72.18, with mean difference of score was 9.32. The value of two tailed significant was 0.000. It means that H_0 was rejected and H_1 was accepted since $0.000 < 0.05$.

Keywords: *Reading, Predictive Technique, Making Inferences Technique*