ABSTRACT

INCREASING STUDENTS’ ACHIEVEMENT IN READING COMPREHENSION OF NARRATIVE TEXT THROUGH SELF-QUESTIONING STRATEGY AT THE SECOND GRADE OF SMPN 2 TERUSAN NUNYAI, LAMPUNG TENGAH

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The motivating problem of the current research is that the students’ reading comprehension ability is still under the school standard score. Therefore, the purpose of teaching English at school is to develop the students’ reading skill. Reading plays an important role in teaching and learning process. But, based on the information from the teacher in SMPN 2 Terusan Nunyai, the students still have difficulties in comprehending the text. They get difficulties in getting main idea, finding the answer of questions and getting specific information from the text, like a narrative text which has long sentences and vocabularies usages.

One of the efforts to overcome the problem is by using certain strategy, such as self-questioning strategy. Therefore, the objective of the research was to investigate whether self-questioning strategy can be used to increase the students’ reading comprehension achievement in narrative text or not. This research was quantitative study. The researcher applied one group pre-test post-test design. The sample of the research was the second grade of SMPN 2 Terusan Nunyai, Lampung Tengah. One class was taken as the experimental class. The data was collected by giving pre-test and post-test.

The finding shows that self-questioning strategy can be used to increase the students’ reading comprehension achievement of narrative text, especially in identifying the main idea, getting specific information, and also vocabulary. From the result of the research showed that the mean score of students’ post-test in the experimental class was 78.63 higher than the mean score of students’ pre-test was 58.63, with the mean difference was 20.0. The value of two significant was 0.000. It means that $H_0$ was rejected and $H_1$ was accepted since 0.000 < 0.05.

Keywords: Reading, Narrative Text, and Self-questioning Strategy.