

## **ABSTRACT**

### **A COMPARATIVE STUDY OF READING COMPREHENSION ACHIEVEMENT BETWEEN STUDENTS TAUGHT THROUGH COLLABORATIVE STRATEGIC READING AND TAUGHT THROUGH SELF-QUESTIONING STRATEGY AT THE FIRST YEAR STUDENTS OF SMAN 8 BANDAR LAMPUNG**

By  
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In reading, the students need an appropriate technique that is suitable with the types of texts. Thus, according to School Based Curriculum 2006, Junior High School students use functional texts as their reading materials. To make students' reading process more effective, the technique used is important to consider. In this case, the researcher tried to compare Collaborative Strategic Reading and Self-Questioning Strategy for teaching reading..

The objectives of the research are to find out whether there is a significant difference on reading comprehension achievement between students who are taught through Collaborative Strategic Reading and those who are taught through Self-Questioning Strategy and to find out which one is more effective technique.

The research was conducted at SMA Negeri 8 Bandar Lampung. This research is a quantitative research using true experimental design. The sample was chosen randomly through lottery. The data was gained by administering a set of pretest and posttest to both classes. The treatments were conducted in both classes. The data was analyzed by using Statistical Package for Social Science (SPSS) version 17.0. the hypothesis was tested by using Independent Group t-test.

The test result showed that the mean of posttest in the experimental class one was 79.75 and the mean of posttest in the experimental class two 71.87, probability level (p) was 0.000. it was lower than 0.05. Here, the  $H_0$  was proved if  $p > 0.05$  therefore  $H_0$  was rejected and  $H_1$  was accepted. It means that there is a significant difference on reading comprehension achievement between students who are taught through Collaborative Strategic Reading and those who are taught through

Self-Questioning Strategy and Collaborative Strategic Reading becomes more effective in increasing students' reading comprehension achievement than Self-Questioning Strategy.

## **CURRICULUM VITAE**

Romandani Adyan was born on April 19th, 1990 in Bandar Lampung. He is the first son of a great couple, A. Rais Adyan, S.H. and Dra. Asteratu. He started his study from Elementary School at SDN 1 Penengahan Bandar Lampung and graduated in 2001. He continued his study at SLTP Negeri 9 Bandar Lampung and Graduated in 2004. He persued his study at SMA Negeri 9 Bandar Lampung and graduated in 2007. At the same year, he registered as a student of English Education Study Program at Teacher Training and Education Faculty, University of Lampung.

## **DEDICATION**

By offering my praise and gratitude to Allah SWT for His abundant blessing to  
me,

I'd proudly dedicate this piece of work to:

- My beloved Parents, A. Rais Adyan and Asteratu
- My beloved brothers, Haryadi Adyan and Rizki Saputra Adyan
- My musical tutors, Uri A. Putra, David Tarigan and Arian Arifin
- My fabulous friends of English Department
- My Almamater, Lampung University

## **MOTTO**

We change our opinion,  
We change our years,  
We change our pencils,  
We change our dreams  
We change our ladies,  
Cars and money...  
But we never change our  
Friends

-Al Capone-

Keep calm, worry less, smile more and carry on

-The Writer-

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I actually realize that this script has many weaknesses in certain ways thus suggestion are expected to make better paper in the future.

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