

## **ABSTRACT**

### **A COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION ACHIEVEMENT TAUGHT THROUGH SQ3R TECHNIQUE AND TAUGHT THROUGH TRANSLATION TECHNIQUE AT THE SECOND YEAR OF SMP NEGERI 8 BANDAR LAMPUNG**

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An appropriate technique is needed to be matched and fit with types of the text on the students' reading. Especially, Junior High School based on the curriculum 2006 have function texts as their reading materials. The technique used has become the important thing to be realized and applied. Since the English teacher do not know the appropriate technique which can be applied to the students. Therefore, the writer tried to introduce these techniques. This is expected to make the students' reading more effective and efficient. In this case, the writer tried to solve the problem by having a comparative study of students' reading comprehension between students who are taught through SQ3R technique and those who are taught through Translation technique at the second year of SMP Negeri 8 Bandar Lampung.

Related to the problem above, the objective of this research, therefore, is to find out whether there is any significant difference on students' reading comprehension between students who are taught through SQ3R technique and those who are taught through Translation technique at the second year of SMP Negeri 8 Bandar Lampung.

The research was conducted at SMP Negeri 8 Bandar Lampung. It was quantitative research and used control group pretest posttest design. The sample was chosen randomly. The data was gained by administrating a set of pretest and posttest to both classes. Three treatments were conducted in both classes. The data were analyzed by using Statistical Package for Social Sciences (SPSS). The hypothesis was tested by using Independent Group T-Test.

The test result showed that the mean of posttest in the experimental class 1 was 83.17 meanwhile the mean of posttest in the experimental class 2 was only 65.31 with the mean difference was 17.86. Probability level (p) was 0.000. It was lower than 0.05. Here, the hypothesis ( $H_0$ ) was proved if  $p > 0.05$  and therefore,  $H_0$  was rejected. It means that SQ3R technique was more effective than Translation technique in increasing students' reading comprehension.