

ABSTRACT

A COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION ACHIEVEMENT AFTER BEING TAUGHT THROUGH BUZZ GROUP TECHNIQUE AND HERRINGBONE TECHNIQUE AT FIRST GRADE STUDENTS OF SMA UTAMA 2 BANDAR LAMPUNG

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The purposes of this research was to find out the difference of students' reading comprehension achievement taught through buzz group technique and herringbone technique This research was conducted at first grade of SMA Utama 2 Bandar Lampung in 2016/2017 academic year. The samples of this research were two classes, X.1 and X.2. In collecting the data, the researcher used reading test.

This research was done in five meetings. In the first meeting, the researcher started by giving explanation about descriptive text. In the second meeting, she gave pretest as media to find out the students' reading comprehension achievement. In third and fourth meetings, the researcher taught students through buzz group technique in experimental class 1 and herringbone technique in experimental class 2. In implementation buzz group technique, the researcher asked students to make groups which consist of 3-4 students. After explaining the procedure of buzz group technique, the students did the task in group and represent the result in front of class. In other case, in applying herringbone technique, the researcher asked students to do individual task. After she drawing the herringbone graph, the students were asked to answer w-h questions based on herringbone graph. In the last meeting, the researcher conducted posttest.

The results of this research showed that there was difference in students' reading comprehension achievement taught through buzz group and herringbone technique. In experimental class I, the mean score increased from 43.55 in pretest to 66.82 in posttest. It meant that the gain score of the students was 23.27. Meanwhile, the increase of students' achievement in experimental class II was not as significant as in experimental class I. The mean scores increased from 43.47 of the pretest to 57.07 of the posttest and the gain was only 13.6. The result showed that t-value was 2.385, and two tailed signed points to $p < 0.05$ then $p = 0.023$, and based on those analysis $p < 0.05 = (0.023 < 0.05)$, so it meant that there was a significant difference of students reading comprehension achievement between those who were taught through and Herringbone Technique in posttest of both classes in experiemntal class I and II. It meant that there was significant improvement in students' reading comprehension achievement taught through buzz group technique and herringbone technique. In other words, H_0 was rejected and H_1 was accepted. Considering the data above, it could be be stated that there

was a significant difference of students' reading comprehension achievement between the students who were taught through Buzz Group Technique and those who were taught through Herringbone Technique at the first grade of SMA Utama 2 Bandar Lampung. Teaching reading comprehension through Buzz Group Technique was better than Herringbone Technique for students' reading comprehension achievement.