

ABSTRACT

USING SHORT FUNCTIONAL TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF SMPN 1 GADINGREJO

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The objectives of this research are to find out whether there is any significant difference of students' reading comprehension achievement after being taught by using short functional text and to find out the students' response on the process of teaching reading by using short functional text.

The population of this research was the second grade students of SMPN 1 Gadingrejo in the academic year 2017/2018. The sample of this research was class VIII 1 which consisted of 30 students. The research design was one group pretest posttest. The students were taught by using short functional text in three meetings. The data were taken from the tests, and then they were analyzed by using repeated measure t-test. The questionnaire was used to find out the students' responses toward the using of the text.

The statistical result of the implementation of short functional text in teaching reading is 0.00 (<0.05). Before using short functional texts in teaching reading, the mean score was 53.5, but after using short functional texts, in teaching reading, the mean score was 72.0. In addition, the students' responses toward the using short functional text were positive. The majority of the students strongly agreed that they were well-motivated and interested.

In brief, it can be concluded that short functional text enables to improve the students' reading achievement. The result showed a positive impact in the students' reading achievement.