

ABSTRACT

**THE IMPLEMENTATION OF READ, TELL, AND CHOOSE TECHNIQUE OF SPOOF ITEMS
TO INCREASE STUDENTS' READING COMPREHENSION ACHIEVEMENT
AT SECOND GRADE OF SMA KARTIKATAMA METRO**

By

Inggit Dwi Nuranggita Pristi

Guideline of Educational Unit Level Curriculum (KTSP) which is applied for all school levels in Indonesia leads the students to have real life skills. This implies that teaching English stated in KTSP in particular is to enable the students to master the four language skills; listening, reading, speaking and writing. Reading is one of the important skills that the students have to master. Students must improve their ability in reading comprehension, so they can get information from the text. As a matter of fact, the students' ability in reading comprehension is far from the goal being expected. Many students have difficulties in comprehending the reading text. In fact the teachers in school do not teach reading comprehension using an effective technique in helping students understand reading comprehension easier.

This Classroom Action Research is conducted to find out how the implementation of Read, Tell and Choose (RTC) technique of spoof items to improves the students' reading achievement and teaching learning process. This research is conducted in two cycles. The subject of the research is the second grade students of SMA Kartikatama Metro. The research lasted from March 21th until April 02th 2011.

The result of the research proves that Read, Tell, and Choose RTC technique of spoof items text to improves the students' reading ability. There are two cycles in this research. In first cycles, the indicators of the research that were for learning product and learning process could not be fulfilled yet in cycle 1. For learning product, in students' reading score, 57.57% students passed the passing grade. In teaching learning process, 69.69% students were actively involved and the teacher got score 72 for teaching performance. The indicator of the research are concerned on the learning product and learning process. The indicator of the learning product is 80% of the students pass the passing grade which is 65 while the learning process is 80% of the students active during the lesson and the teacher can get score 80 for teaching performance. In second cycle, both of the indicators of the research that were for learning product and learning process were achieved. In students, reading score, 84.84% students passed the passing grade. In teaching learning process, 87.87% students were actively involved and the teacher got score 85 for teaching performance. Based on the data, the researcher concludes that the implementation of RTC improves students' reading achievement and teaching learning process. Therefore, RTC is recommended to be used by teachers to improve their students reading ability.