

ABSTRACT

**TEACHING READING COMPREHENSION CONVEYED IN ANECDOTE
TEXT THROUGH SELF-QUESTIONING STRATEGY AT THE SECOND
GRADE OF MA MA'ARIF 4 KALIREJO LAMPUNG TENGAH**

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In English Language Teaching, one of the important skills in English is reading, but most of the students still got difficulty in comprehending the text. As a matter of fact, the students' reading ability in reading comprehension is still need to be improved to achieve the target goal in the curriculum. Since self-questioning strategy is effective to develop students' critical thinking by using anecdote as the material because it is an interesting material for the students.

The objective of this research was to find out whether self-questioning strategy can be used to increase students' reading ability in comprehending the anecdote text at the second grade of MA Ma'arif 4 Kalirejo Lampung Tengah.

The population of the research was the student of the second grade of MA Ma'arif 4 Kalirejo Lampung Tengah in 2011/2012 academic year. The class consisted of forty students. The research design was one group pretest posttest design and data

were taken by means of the test and then they were analyzed by using Repeated Measure T-Test.

The result of the data shows that the students' achievement in reading comprehension of anecdote text has increased after they were taught using Self-Questioning strategy. It has been proven by the gain (15,5) of the students' mean score in posttest that is higher than the mean score in pretest. The improvement of the mean is from 62.1 in the pretest up to 77.6 in the posttest. By using Repeated Measure T-Test, it was found that t-ratio is -20.756 and t-table is 2.021. Since t-ratio is higher than t-table, it proved that the increase is significant.

Based on the result, it can be concluded that the students' achievement in reading comprehension conveyed in anecdote text increases by using Self-Questioning strategy. In other word, the hypothesis of the research is accepted.