ABSTRACT

**INCREASING STUDENTS' READING COMPREHENSION MASTERY
THROUGH DISCOVERY INQUIRY METHOD AT GRADE VII OF
JUNIOR HIGH SCHOOL DIRGANTARA
AT BANDAR LAMPUNG**

By

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Reading is considered as difficult language skill to achieve. Basically, reading involves some aspects of language such as diction, grammar, interpreting of the text. In other words, diction is having amount of vocabulary about text. Grammar is the way of the story constructed to know theme and plot, interpreting of the text understands on the text deeper.

The objectives of the research were to find out how can be text analysis technique be implemented to improve the student's activities through extensive type exercises in terms of narrative texts, and to find out how can text analysis implemented to improve the research performance through extensive be of exercises in terms of narrative texts.

This research was conducted from the consideration that the problems of the students do not have good knowledge and teaching reading monotonous of the second year students of Junior High School Dirgantara Bandar Lampung. The subject of the research was the students of class VII of Junior High School Dirgantara on 2010/2011 school year.

This classroom action research was conducted in two cycles. Each cycle consisted of planning, implementing, observing, interpreting, analyzing and reflecting. Indicate of the research success if 80% students were actively involved in the learning process, the teacher got score 80 or more from each aspect of text analysis technique through extensive type exercise ad also 80% students can gain score 60 or more in reading comprehension test.

Research result shows that during cycle 1, more than 40% of the students were active during the teaching learning process. Relating to the teach performance, total score of teach performance was 1043 and the average was 74. This performance is categorized good performance but the indication of students reading comprehension could not achieve the indicator. There were 16 students (46%) who got score 60 or more.

In cycle 2, the total number of students actively involved in teaching learning process improved in second cycle. There were 86% students participated in each activity during the teaching learning process. There were 28 students who did well. Next, 1129 score of teacher's performance and 80, 64, his performance improved to be very good categorize. There were 16 students who got score 60 or more. There were 31 students (88%) who got score 60 or more.

Referring to the finding of research, it indicates that by using text analysis technique through extensive type exercise is applicable to improve the students' activity, the teacher's performance in teaching reading and also students' reading comprehension achievement?