

ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION ABILITY THROUGH WH QUESTION TECHNIQUE FOR THE SECOND YEAR OF SMA KOSGORO SEKAMPUNG EAST LAMPUNG

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Referring to the preliminary test that was held at the second year of social program in SMA Kosgoro Sekampung East Lampung, the researcher found that many students did not understand the text, although they had been given the topic to read. It seems that they had difficulties to express their ideas and expand their story even though they knew what would be reading comprehension. In addition, the English teacher still taught reading in conventional way and seldom used appropriate media and technique in teaching reading. The fact proves that reading is still difficult for the students besides other language skills.

The objectives of this research were to find out whether wh - question technique can be used to develop reading comprehension ability and teacher's performance and also students' activities in teaching reading at the second year of SMA Kosgoro Sekampung East Lampung. The subjects of the research were the students of class XI IPS 1 in the academic year 2011/2012. This classroom action research was done in two cycles. Each cycle consisted of 1) planning, 2) action, 3) observation and interpretation, 4) analysis and reflection. In this research, the researcher used indicator dealing with learning process and learning product.

The result shows that in cycle I, the teacher could achieve the target (the teacher obtained score 17 (73.91%)) that was minimally 70% for every aspect of the observation format adapted from Alat Pengukur Kemampuan Guru (APKG) FKIP UNILA 2006, and for the students' activities, there were only 23 students (57.5%) who did 70% of the activities in cycle 1. And also the students' score could not achieve the target (there were only 17 students (42.5%) who scored 70 or higher) that was 70% should gain seventy (70) from the students' reading result. It was found that the students had many problems in finding out the 5 aspect of reading.

In cycle II, the teacher had known the students weaknesses and automatically he could give solution in teaching learning process. Consequently, the result of learning process and learning product could achieve the target in cycle II. It was proved that learning process, there were 21 students score (91.30%) obtained the criteria very satisfactory, satisfactory and sufficient, and students' activities there were 36 students (90%) who did 70% of the activities; It means that the indicator had been achieved. Meanwhile in learning product, there were 30 students (75%) scored 70 or higher.

Referring to the result of this research, it indicates that the use of wh - question technique could increase students reading comprehension ability, and teacher's teaching performance, and also students' activities in teaching reading comprehension.