

ABSTRACT

INCREASING STUDENTS' READING COMPREHENSION ABILITY THROUGH REFERENCE WORD AT TENTH GRADE OF SMA YP UNILA B. LAMPUNG

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Reading involves two kinds of knowledge namely; knowledge of substance and knowledge of language. The knowledge of substance refers to the readers' understanding of the content and of the text they are reading, while the knowledge of language refers to the readers' understanding of structure, vocabulary, and the relationship between word to word, phrase to phrase, sentence to sentence, or even paragraph to paragraph of the language the reader is dealing with.

The objectives of this research were to find out whether there was a difference of students' reading comprehension ability before and after being taught through reference word and to see if there was a significant increase of students' reading comprehension ability after being taught reference word. This research used one group pretest posttest design.

It is assumed that students' understanding of reference word gives positive effect to ward students' reading comprehension ability. Thus, the more students recognize reference word in the written material, the higher their reading comprehension ability will be.

The population of this research was the tenth grade students of SMA YP UNILA B. Lampung. The sample of this research was X5 and it was selected by using random sampling technique through lottery. In collecting the data the researcher administered the pretest, treatments and posttest. The data was analyzed by using statistical computerization i.e. repeated measure t-test of SPSS version 15.00 for windows. In which the significance was determined by $p < 0.05$. The result of t-test computation showed that $p = 0.00$ ($p < 0.05$, $p = 0.00$). Therefore, it is concluded that there is a difference of students' reading comprehension ability before and after being taught through reference word and there is a significant increase of students' reading comprehension ability after being taught reference word.