

ABSTRACT
INCREASING STUDENTS' READING ACHIEVEMENT THROUGH
TEXT ANALYSIS AT GRADE X OF SMAN 6 BANDAR LAMPUNG
(A Classroom Action Research)

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 is understanding on the texts deeper.

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

This research was conducted from the consideration that the problem of the students are not have good knowledge and teaching reading monotonous of the second year students of SMAN 6 Bandar Lampung. The subject of the research was the students of class X 5 in the academic year 2010/2011.

This classroom action research was conducted in two cycles. Each cycle consists of planning, implementation, observation and interpretation, analysis and reflection. The indicators of the research success are 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 and also 80% students can gain score 60 or more in reading comprehension test.

The results of the research shows that, during the cycle 1, more than 40% students were active during the teaching learning process. When doing cross check in the number of students who did extensive reading practice before class, there were 15 students did correctly. Relating to the teacher's performance, the total score the teacher performance was 1043 and the average was 74,5 his performance was categorized good performance but the indication of students reading comprehension could not be achieved 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 the 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 for teacher's performance and 80,64, his performance improved to be very good categorize. There were 16 students who get score 60 or more. There were 31 students (88%) who got score 60 or more.

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