ABSTRACT

THE EFFECT OF TEACHING MORPHOLOGICAL ANALYSIS ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT THE SECOND GRADE OF SMAN 9 BANDAR LAMPUNG IN 2014/2015 ACADEMIC YEAR

By

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This research was intended to find out whether there was a difference on the students' morphological analysis achievement and reading comprehension achievement before and after being taught through morphological analysis teaching and whether there was a positive effect of teaching morphological analysis on the students' reading comprehension achievement and also what the problems faced by the students were in analyzing words through morphological analysis. This research was conducted at SMAN 9 Bandar Lampung to 26 students in class XI Lintas Minat 5 as the sample. To collect the data, the researcher administered two objective tests, morphological analysis test and reading comprehension test; observation; and interview. Then, the data were analyzed both quantavely and qualitatively.

The results of morphological analysis test and reading comprehension test indicated that there was a positive effect of teaching morphological analysis on the students' reading comprehension achievement. That could be seen from the difference and increase of the students' mean score of morphological analysis test from the pretest to the posttest, that is, 62.50 to 77.12 and the difference and increase of the students' reading comprehension test from the pretest to the posttest, that is, 66.85 to 78.35. The t-test revealed that those results were significant which were determined by $p < 0.05$, p= .000. Furthermore, the results of the observation and interview indicated that the students faced difficulties in determining the roots and their meanings and in classifying words into their part of speech. Based on this research, morphological analysis teaching should be taught to the students because it may help them predict the meaning of complex difficult words encountered in a reading text and as result, they may be able to comprehend a reading text better.