

THESIS

**TEACHING READING COMPREHENSION BY
USING IMAGINATIVE READING STRATEGY TO
THE TWELFTH GRADE STUDENTS OF SMA
SUDIRMAN KUPANG IN THE SCHOOL YEAR
2014/2015**



MELCHIOR SERAN

**TEACHER TRAINING AND EDUCATIONAL SCIENCE
FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
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**Presented in Partial Fulfillment of the Requirements
for Sarjana Pendidikan Degree in English Language Education**

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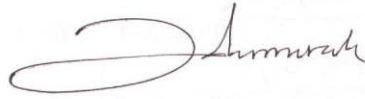
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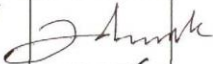
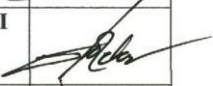
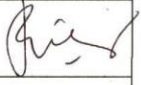

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MOTTO

*“Something that has not been done often
seemingly impossible; we just believe if we
have done it successfully”*

DEDICATION

This thesis is dedicated to:

His beloved mother Modesta Seuk

His beloved brother Ignasius Novianus Bria

His beloved sister Ardiana Aek Seran

His beloved almamater Widya Mandira Catholic University

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May God bless them all.

Kupang, September 2014

The Writer

ABSTRACT

This study is entitled: **“TEACHING READING COMPREHENSION BY USING IMAGINATIVE READING STRATEGY TO THE TWELFTH GRADE STUDENTS OF SMA SUDIRMAN KUPANG IN THE SCHOOL YEAR 2014/2015”**. This study was conducted to answer the following questions: (1) Is Imaginative Reading Strategy effective to improve reading Comprehension of the twelfth grade students of SMA Sudirman Kupang? (2) Is there any improvement of students’ reading comprehension after teaching using Imaginative Reading Strategy? This study was conducted by using classroom action research. The subject of this study was the twelfth grade students of SMA Sudirman Kupang in the school year 2014/2015. There was only one class of the twelfth grade students of SMA Sudirman Kupang. It was class XII IPS which consisted of 50 students and the writer took only 20 students to be the subject of this study. The result of this study was conducted into two cycles, cycle I and cycle II. The instruments used in this study were pre-test and post-test. The methods used in this study were quantitative data (comprehension test) and qualitative data (Observation sheet). The result of the study shows that using Imaginative Reading Strategy in teaching reading comprehension to the twelfth grade students of SMA Sudirman Kupang in the school year 2014/2015 is effective. It is shown by the sum of deviation score of post-test of cycle 2 and the sum of deviation score of pre-test which $(82.5 > 46.5)$. It means that there is an improvement of students’ reading comprehension after teaching using Imaginative Reading Strategy. From the observation result it is also showed that the teaching learning process in which Imaginative Reading Strategy was implied run well. The situation during the teaching learning process was conducive, lively, and active. Based on the result of the study the following are some suggestions that needed to be considered: (1) The result of this study shows that Imaginative Reading strategy is effective in improving students’ reading comprehension so the English teacher is suggested to apply this strategy in his/her teaching learning process. (2) The English teacher should pay attention to students’ need and characteristics by using this strategy in teaching reading comprehension to make them easier in learning English (3) Students should always be motivated to learn reading comprehension.

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