

**The Effect of the Grammar Translation Method
and the M.U.R.D.E.R Technique in Teaching
Reading on the Reading Achievement of Eleventh
Grade Students of Senior High School**

THESIS

**In Partial Fulfilment of the Requirement for
The Sarjana Pendidikan Degree in
English Department**



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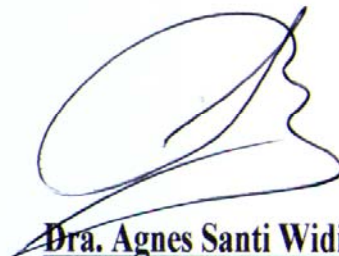
APPROVAL SHEET (1)

This thesis entitled “The Effect of the Grammar Translation Method and the M.U.R.D.E.R Technique in Teaching Reading on the Reading Achievement of Eleventh Grade Students of Senior High School” which is prepared and submitted by Elvina Ariyanto (1213003033) has been approved and accepted as a partial fulfilment of the requirement for the Sarjana Pendidikan Degree in English department by the following advisors:



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ABSTRACT

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Keywords: Reading Comprehension, Cooperative Learning

Having the reading ability is very essential for senior high school students. The students can get a lot of knowledge and use it into their life. When the students have a good reading proficiency, they can read and understand English passage well. However, the writer finds out that there are some students who have difficulties in comprehending English passage. This could happen due to the unvaried technique of teaching reading. As a result, the students get bored and can not understand the passage well.

Considering the problem above, the writer conducted a study on the effect of grammar translation method by using translation technique and M.UR.D.E.R technique of cooperative learning method in the reading achievement of the eleventh grade of senior high school students. The objective of this study is to find out which techniques affect the students' reading achievement better. The students' reading achievement is also specified in three types of reading questions; factual, inference, and main idea questions.

In this study, the writer used two classes of the eleventh grade of natural science students of St. Louis I Surabaya, belonging to the school year of 2005-2006 as the subject of the study. The writer also developed a research instrument which contains 20 objective items in the form of multiple choices. Each item has four options with one correct answer. After three meetings of treatment, the writer administered a posttest to both classes.

Having collected the data, the writer analyzed the mean scores of posttest using t-test for independent samples at .05 level of significance and 75 degrees of freedom. The result showed that the students taught by using translation technique have better reading achievement than those taught by M.U.R.D.E.R technique.