

**THE EFFECT OF COOPERATIVE LEARNING METHOD
AND GRAMMAR TRANSLATION METHOD ON THE
READING ACHIEVEMENT OF TENTH GRADE STUDENTS
AT SMUK. SANTA AGNES, SURABAYA**

THESIS

**In Partial Fulfillment of the Requirement for
the Sarjana Pendidikan Degree
in English Language Teaching**



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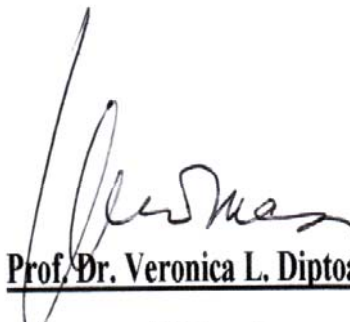
ENGLISH DEPARTMENT

**FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA**

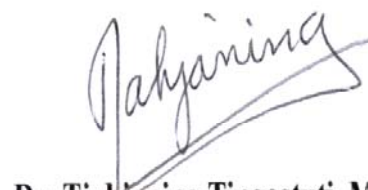
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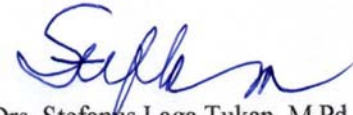
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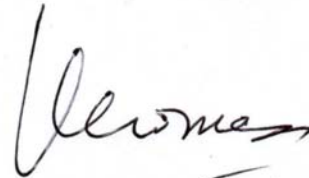
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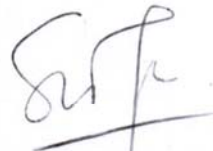
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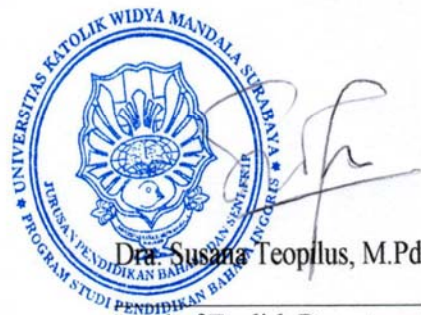
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ABSTRACT

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Keywords: Reading Comprehension, Schemata, Cooperative Learning

Having the reading ability is very important for SMU students since they can acquire a lot of knowledge. Besides, reading is also important for their academic success. However, the writer found out that some students still find difficulties in comprehending English passages. This could happen due to the teaching techniques used by the teacher. As the result, students get bored and can not understand the passage well.

Considering the students' difficulties above, the writer conducted a study about teaching reading by using the M.U.R.D.E.R technique of Cooperative Learning Method and the Translation Technique of Grammar Translation Method. The objective of this study is to find out whether students taught with Cooperative Learning Method obtain higher reading achievement than students taught with Grammar Translation Method. Students' reading achievement in this study is measured through three types of reading questions; factual questions, inference questions, and main idea questions.

In conducting the experiment, the writer used two classes of the tenth grade students of SMUK Santa Agnes Surabaya, belonging to the school year of 2006-2007. The research instrument used in this study was in the form of a reading test consists of 20 multiple choice items. There were four options with only one correct answer for each item. After conducting treatment, the writer administered a posttest to the two classes.

After collecting the data, the writer analyzed the mean scores of the posttest by using t-test for independent samples at 0.5 level of significance and 77 degrees of freedom. The result showed that there was no significant difference between the mean scores of the two groups. Therefore, it can be concluded that the tenth grade students taught with Cooperative Learning Method do not obtain higher reading achievement than those taught with Grammar Translation Method.