

**THE EFFECT OF STUDENT TEAM ACHIEVEMENT  
DIVISION AND TRANSLATION TECHNIQUES ON THE  
STUDENTS' READING ACHIEVEMENT OF SENIOR HIGH  
SCHOOL STUDENTS IN SURABAYA**

**A THESIS**

**As a Partial Fulfillment of the Requirements  
For the “Sarjana Pendidikan” Degree in  
English Language Teaching Faculty**



**By:**  
**MONICA**  
**1213004022**

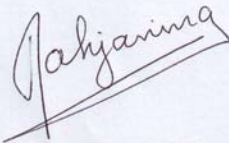
**WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH DEPARTMENT**

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## APPROVAL SHEET

(1)

This thesis entitled *The Effect of Student Team Achievement Division and Translation Techniques on the Students' Reading Achievement of Senior High School Students in Surabaya* which is prepared and submitted by *Monica* has been approved and accepted as a partial fulfillment of the requirements for the "Sarjana Pendidikan" Degree in English Language Teaching Faculty By the following advisors:



DR. Tjahjaning Tingastuti Surjosuseno, M.Pd  
Advisor

## APPROVAL SHEET


(2)

This thesis has been examined by the committee of an Oral Examination with the grade of \_\_\_\_ on February 2, 2008.



Dra. Agnes Santi Widiati, M. Pd

Chairman



Yohanes Nugroho Widiyanto, M.Ed., SS.

Member



Agustinus Ngadiman, Dr.

Member



DR. Tjahjaning Tingastuti Surjosuseno, M. Pd

Advisor



Dra. Agnes Santi Widiati, M. Pd

Dean of the Teacher College



Dra. Susana Teopilus, M. Pd

Head of the English Department

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## ABSTRACT

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Advisor: DR. Tjahjaning Tingastuti Surjosuseno, M.Pd

Key Words: Reading and Teaching Techniques.

There are four skills in English, reading, writing, speaking and listening. They are very important in mastering English. As students are getting adult, like in their Senior High School time, they are more focusing on learning English in reading skill since at the university they have to read lots of reference books in English. In learning English, students are expected to understand the application of reading given in the real life situation.

In a classroom, sometimes without giving the appropriate teaching technique, learning reading can be very boring. That's why the writer is very interested to find out how reading can be taught in more attractive way. Student Team Achievement Division and Translation Techniques are two of the teaching techniques that are used in teaching reading. The writer wanted to know which one had better positive effects on the students' reading achievement of the first year students of Senior High School.

In conducting this experiment, the writer took the first year students of SMAK St. Stanislaus as the subjects of the study. While for the sample, the writer took two classes from the subjects as the experimental and control groups. The experimental group received Student Team Achievement Division Technique while the control group received Translation Technique.

From the statistical calculation of the post-test between the experimental and the control groups, it was found out that there was a significant difference between the two groups. The students in the experimental group who received Student Team Achievement Division Technique got higher achievements than the students in a control group who obtained Translation Technique. Thus, the students in the experimental group could develop their reading achievement by working together and be responsible for their teammate's learning to achieve the success of their groups.