A COMPARISON STUDY BETWEEN PEER TUTORING WITH QUICK METHOD AND TASK BASED METHOD ON READING COMPREHENSION ACHIEVEMENT FOR ELEVENTH GRADERS

A THESIS

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WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
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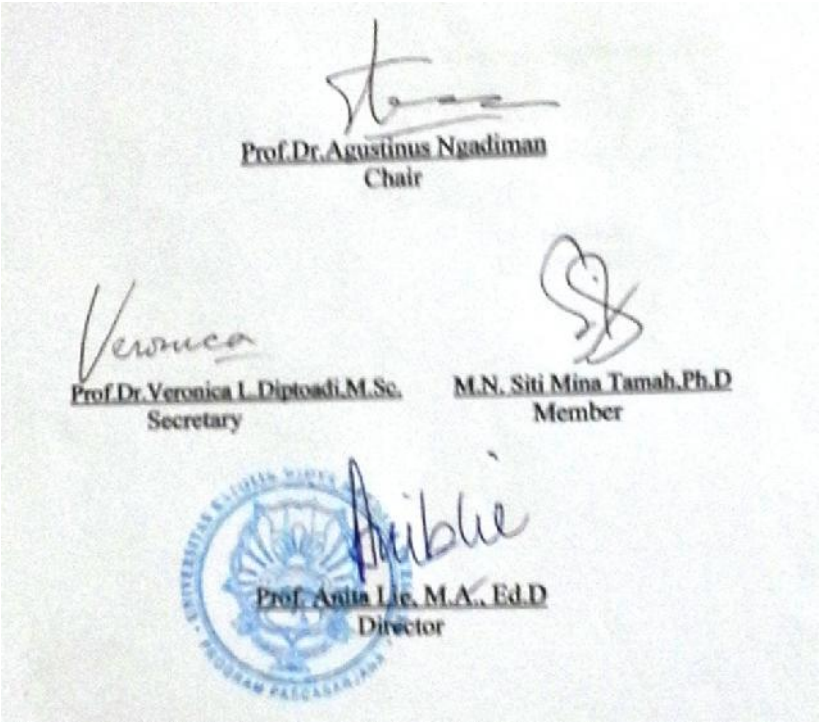
Advisor's Approval

This thesis entitled **A Comparison Study between Peer Tutoring with QUICK Method and Task Based Method on Reading Comprehension Achievement for Eleventh Graders** prepared and submitted by Sri Indrawati with registration number 8212712039 has been approved to be examined by the Thesis Board of Examiners.

Prof. Dr. Veronica L. Diptoadi, M.Sc.
Thesis Advisor

Thesis Examination Board's Approval

This thesis entitled **A Comparison Study between Peer Tutoring with QUICK Method and Task Based Method on Reading Comprehension Achievement for Eleventh Graders** prepared and submitted by Sri Indrawati with registration number 8212712039 has approved and examined by the Thesis Board of Examiners.



Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, September 2016

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Abstract

This thesis is a quasi experimental research analyzing the reading comprehension achievement of the eleventh graders of SMA Kristen Petra 3 Surabaya. This thesis uses a non randomized pretest posttest control group to find the effect of different treatments on the two different samples and to find the effectiveness of the intervention. The variables of this thesis are in two types: peer tutoring with QUICK method and task based method. This experimental research is comparing the effects of peer tutoring with QUICK method and task-based method to help the students to increase the students' reading achievement from their lack of understanding a reading passage. Besides for increasing the students' reading achievement, this thesis has the main purpose to give a variation in teacher's teaching reading techniques.

The thesis used independent samples t-test to indicate the students who were taught using task based method reached 7.75 percent in their reading achievement and the students who are taught in peer tutoring with QUICK method reached five percent in their reading achievement. And this thesis used paired samples t-test to indicate the students who were taught using peer tutoring with QUICK method showed the significant of two-tailed was .330 while the significant of two-tailed in students who were taught using task based was .011.

As the conclusion, task based method gave a better effect in students' reading achievement since the creative task helped students to scaffold their cognitive.

Keywords: *Reading comprehension, reading achievement, peer tutoring with QUICK method, task-based method, independent samples t-test, paired samples t-test.*

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