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

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The writer
# TABLE OF CONTENT

APPROVAL SHEET (1) .................................................................................. ii
APPROVAL SHEET (2) ............................................................................... iii
ACKNOWLEDGEMENT ........................................................................... iv
TABLE OF CONTENT ............................................................................... vi
LIST OF TABLE .......................................................................................... ix
LIST OF APPENDIX .................................................................................. x
ABSTRACT .................................................................................................... xii

## CHAPTER 1: INTRODUCTION

1.1 Background ......................................................................................... 1
1.2 Statement of the Problem ................................................................. 3
1.3 Objective of the Study ....................................................................... 4
1.4 Scope and Limitation of the Study ................................................. 4
1.5 Significance ....................................................................................... 5
1.6 Definition of the Key Terms ............................................................. 5
1.7 Theoretical Framework ................................................................... 7
1.8 Hypothesis ....................................................................................... 7
1.9 Organization of the Study ................................................................. 8

## CHAPTER 2: REVIEW AND RELATED LITERATURE

2.1 Related Theories ............................................................................... 9
2.1.1 The Theory of Reading Comprehension .................................... 9
2.1.1.1 Level of Reading Comprehension .................................... 14
CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research Design ...........................................29
   3.1.1 The Research Design .................................29
   3.1.2 The Variables .........................................30

3.2 Population and Sample ..................................30

3.3 The Treatment ............................................31
   3.3.1 Experimental Group ..................................32
   3.3.2 Control Group ........................................33

3.4 Time Allocation ..........................................35
3.5 The Instructional Material ........................................36
3.6 Research Instrument .............................................37
  3.6.1 The Try Out of the Test .....................................38
    3.6.1.1 The Reliability of the Test ...............................38
    3.6.1.2 The Level of Difficulty .................................39
    3.6.1.3 The Discrimination Power ...............................40
    3.6.1.4 The Validity of the Test ...............................42
3.7 Data Collection Procedure ....................................43
3.8 Data Analysis Technique .......................................44

CHAPTER 4: FINDINGS AND DISCUSSION

  4.1 The Findings of the Study .....................................47
  4.2 Discussion of the Findings ....................................51

CHAPTER 5: CONCLUSION AND SUGGESTION

  5.1 Conclusion .....................................................55
  5.2 Suggestion .....................................................57
    5.2.1 Suggestions for English Teacher ........................57
    5.2.2 Suggestion for Further Study ............................58

BIBLIOGRAPHY ..........................................................60

APPENDIX ...............................................................63
LIST OF TABLE

Figure 2.1 Coady’s (1979) Model of the ESL Reader ..................................10
Figure 2.2 The Major Aspects of Levels of Comprehension .......................15
Table 3.1 The Research Design .................................................................30
Table 3.2 The Treatment of the Experimental and the Control Group ...........34
Table 3.3 The Schedule of the Experiment ................................................35
Table 3.4 The Table of Specification of Reading Comprehension Questions ....36
Table 3.5 The Table of Specification of Reading Quiz ................................37
Figure 3.6 The Formula of KR21 ...............................................................38
Figure 3.7 The Difficulty Level Formula ....................................................39
Figure 3.8 The Discrimination Power Formula ..........................................41
Table 3.9 The Table of Specification ..........................................................43
Figure 3.10 The Mean Formula .................................................................45
Figure 3.11 The Standard Deviation Formula .............................................45
Figure 3.12 The t-observation Formula ......................................................46
Table 4.1 The Calculation of the Mean Scores of Posttest in Total Question ....47
Table 4.2 The Calculation of the Mean Scores of Posttest in Three Types of Reading Comprehension Question .................................................49
LIST OF APPENDIX

APPENDIX 1. THE SCORES OF MID TERM TEST .............................63
APPENDIX 2. THE STATISTICAL CALCULATION OF MID TERM TEST
SCORES ...........................................................................64
APPENDIX 3. THE TEST OF HOMOGENEITY OF VARIANCES (THE MID
TERM TEST SCORES) .......................................................65
APPENDIX 4. THE CALCULATION OF ANOVA FORMULA (THE MID
TERM TEST SCORES) .......................................................66
APPENDIX 5A. THE LESSON PLAN FOR THE FIRST TREATMENT OF
CONTROL GROUP ..........................................................67
APPENDIX 5B. THE LESSON PLAN FOR THE SECOND TREATMENT OF
CONTROL GROUP ..........................................................69
APPENDIX 5C. THE LESSON PLAN FOR THE THIRD TREATMENT OF
CONTROL GROUP ..........................................................71
APPENDIX 6A. THE LESSON PLAN FOR THE FIRST TREATMENT OF
EXPERIMENTAL GROUP ..................................................73
APPENDIX 6B. THE LESSON PLAN FOR THE SECOND TREATMENT OF
EXPERIMENTAL GROUP ..................................................75
APPENDIX 6C. THE LESSON PLAN FOR THE THIRD TREATMENT OF
EXPERIMENTAL GROUP ..................................................77
APPENDIX 7A. THE STUDENTS’ WORKSHEET, READING QUIZ AND
ANSWER KEY OF THE FIRST TREATMENT .................79
APPENDIX 7B. THE STUDENTS’ WORKSHEET, READING QUIZ AND ANSWER KEY OF THE SECOND TREATMENT ..........84
APPENDIX 7C. THE STUDENTS’ WORKSHEET, READING QUIZ AND ANSWER KEY OF THE THIRD TREATMENT ..........89
APPENDIX 8A. THE TRY OUT TEST ..................................................94
APPENDIX 8B. THE POSTTEST ......................................................99
APPENDIX 9. THE RELIABILITY OF XI IA 6 (THE TRY OUT TEST) .....104
APPENDIX 10. THE LEVEL OF DIFFICULTY OF THE TRY OUT TEST ..105
APPENDIX 11. THE DISCRIMINATION POWER OF THE TRY OUT TEST
................................................................................................................106
APPENDIX 12. THE CALCULATION OF MEAN SCORES OF POSTTEST IN
TOTAL QUESTION .................................................................107
APPENDIX 13. THE CALCULATION OF MEAN SCORES OF POSTTEST IN
FACTUAL QUESTION ..............................................................110
APPENDIX 14. THE CALCULATION OF MEAN SCORES OF POSTTEST IN
INFERENCE QUESTION .........................................................113
APPENDIX 15. THE CALCULATION OF MEAN SCORES OF POSTTEST IN
MAIN IDEA QUESTION ..........................................................116
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.U.R.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.