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

By:
PAULINE TANUWIJAYA
1213003038

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
JULY, 2007
Approval Sheet (1)

This thesis entitled “The Effect of Cooperative Learning Method and Grammar Translation Method on the Reading Achievement of Tenth Grade Students at SMUK. Santa Agnes, Surabaya” which is prepared and submitted by Pauline Tanuwijaya (1213003038) has been approved and accepted as a partial fulfilment of the requirement for the Sarjana Pendidikan Degree in English department by the following advisors:

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

Dr. Tjahjaning Tingastuti, M. Pd
Advisor II
Approval Sheet (2)

This thesis entitled has been examined by the committee of an Oral Examination with the grade of _____ on July 24th, 2007.

Dr. Tjahyaning Tingastuti, M.Pd.
Member

Drs. Stefanus Laga Tukan, M.Pd.
Member

Dra. Ruruh Mindari, M.Pd.
Secretary

Prof. Dr. Veronica L. Dipotoadi, M.Sc.
Member

Dra. Susana Teopolus, M.Pd.
Chairman

Dean of FKIP

Head of English Department
ACKNOWLEDGEMENT

First of all, the writer would like to thank God for his help and blessings for the accomplishment of this thesis. The writer would also like to express her deepest gratitude and appreciation especially to the following persons:

1. Prof. Dr. Veronica L. Diptoadi, M.Sc, her first advisor, who has been willing to spend her valuable time for guiding, giving comments and suggestions for the improvement of the writer’s thesis.

2. Dr. Tjahjaning Tingastuti, M.Pd, her second advisor, who has been patiently guiding, giving advice and suggestions to the writer in the accomplishment of her thesis.

3. Drs. Stefanus Laga Tukan, M.Pd., the writer’s academic advisor, who has supported the writer to finish her thesis on time.

4. Sr. Valeria S.Sp.S, S.Pd, the headmistress of SMUK. Santa Agnes Surabaya, who has permitted the writer to conduct her study at the school.

5. Diana Mutiara Rahardjo, S.Pd, the English teacher of SMUK. Santa Agnes Surabaya, who has given help and opportunity to the writer in conducting her experiment in her class.

6. All the students of SMUK. Santa Agnes Surabaya of the academic year of 2006-2007, especially the tenth grade students, who have participated in the study under report.

7. The writer’s family and Purwani Ningsih, S.Pd, who have given so much help, love, and support during the accomplishment of this thesis.
8. All the writer’s friends especially Elvina Ariyanto, Fifin Yanuarita, Fonny Goenardi, and Johan Marselinus, who have given their help, support, and prayer in the accomplishment of this thesis.

Finally, the writer also wants to thank those whose names have not been mentioned here for giving valuable contribution and help to the writer during the process of writing this thesis.

The writer realizes that without all of the guidance, cooperation, time and help given by all the above mentioned, she would not be able to conduct the study and finish writing this thesis the way it should be.

Surabaya, July 2007

The writer
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET (1)</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL SHEET (2)</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xi</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Objective of the Study</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Scope and Limitation of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.5 Significance of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.6 Definition of Key Terms</td>
<td>6</td>
</tr>
<tr>
<td>1.7 Theoretical Framework</td>
<td>7</td>
</tr>
<tr>
<td>1.8 Hypotheses</td>
<td>8</td>
</tr>
<tr>
<td>1.9 Organization of the Study</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER II: REVIEW OF RELATED LITERATURE</td>
<td>10</td>
</tr>
<tr>
<td>2.1 Related Theories</td>
<td>10</td>
</tr>
<tr>
<td>2.1.1 The Theory of Reading</td>
<td>10</td>
</tr>
<tr>
<td>2.1.2 The Schema Theory</td>
<td>14</td>
</tr>
<tr>
<td>2.1.3 The Teaching of Reading</td>
<td>17</td>
</tr>
<tr>
<td>2.1.4 The Theory of Cooperative Learning Method</td>
<td>17</td>
</tr>
<tr>
<td>2.1.4.1 The Advantages of Cooperative</td>
<td></td>
</tr>
</tbody>
</table>
2.1.4.2 The M.U.R.D.E.R technique of Cooperative Learning Method

2.1.4.3 The Organization of Cooperative Learning by Using the M.U.R.D.E.R technique in Reading Class

2.1.5 The Theory of Grammar Translation Method

2.1.5.1 The Advantages of the Grammar Translation Method

2.1.5.2 The Organization of the Translation Technique in Reading Class

2.1.6 The News Item Theory

2.2 Related Previous Studies

CHAPTER III: RESEARCH METHODOLOGY

3.1 Research Design

3.1.1 The Design

3.1.2 The Variables

3.2 Population and Sample

3.3 The Treatments

3.4 Schedule of the Treatment

3.5 Instructional Material

3.6 Research Instrument

3.6.1 The Try Out of the Test

3.6.1.1 The Reliability of the Test
LIST OF TABLES

TABLE 3.1 : The Research Design………………………………….….32
TABLE 3.2 : The Treatment of the Experimental and the Control
Group……………………………………………………..35
TABLE 3.3 : The Schedule of the Treatment ……………………...……….37
TABLE 3.4 : The Table of Specification of Reading
Comprehension Questions …………………………..38
TABLE 3.5 : The Table of Specification of Reading Quizzes……….38
FIGURE 3.6 : The Formula of KR21……………………………………39
FIGURE 3.7 : The Difficulty Level Formula……………………………40
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…………………………46
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……….48
ABSTRACT


Advisors: (1) Prof. Dr. Veronica L. Diptoadi, M. Sc
(2) Dr. Tjahjaning Tingastuti, M.Pd.

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.