THE EFFECT OF GROUP WORK AND THE TRADITIONAL READING TECHNIQUE ON THE READING ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SLTPK SANTO STANISLAUS I SURABAYA

THESIS

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By:
Ignasia Maria Indahwati
1213093002

UNIVERSITAS KATOLIK WIDYA MANDALA
FAKULTAS KEGRUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
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This thesis entitled THE EFFECT OF GROUP WORK AND THE TRADITIONAL READING TECHNIQUE ON THE READING ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SLTPK SANTO STANISLAUS I SURABAYA which is prepared and submitted by Ignasia Maria Indahwati 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. Veronica L. Diptoadi, M.Sc
First Advisor

Dra. Siti Mina Tamah
Second Advisor
This thesis has been examined by the committee of an Oral Examination with the grade of A on August 22, 1998.

Approved by

DR. Veronica L. Diptoadi, M.Sc
Dean of the Teacher Training Faculty

DR. D. Wagiman Adisutrisno, M.A
Chairman

Drs. B. Budiono, M.Pd
Member

Dra. Susana Toopilus, M.Pd
Member

DR. Veronica L. Diptoadi, M.Sc
Member

Dra. Siti-Mina Tamah
Member

Dra. Agnes Santi W., M.Pd
Head of the English Department
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ABSTRACT

Advisors:
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Key Words: Effect, Reading, Reading Comprehension, Group, and Group Work.

The 1994 English Curriculum states that the teaching of English in high school comprises the four language skills namely Speaking, Listening, Writing, and Reading with reading as the main emphasis.

However, the writer finds out that although students have got Reading since the first year of junior high school, many still have difficulty to comprehend a reading passage. The limited time allotment as well as the situation inside the class where teacher still holds the main role prevent students from participating actively during the teaching learning activity. Teachers tend to give the correct answers directly than to let the students analyze and discuss the reading passage by themselves.

In this study, the writer suggests the implementation of group work in reading classes because it encourages the students to participate actively. By quoting Farivar and Webb, Jacobs (1996:2) agree that help from peers actually increase learning both for the students being helped and for those giving help.

To prove this assumption, the writer conducts an experiment to compare the effectiveness of group work and traditional reading technique on the students' reading comprehension achievement. In conducting her experiment, the writer uses two classes of the second year students of SLTPK Santo Stanislaus I Surabaya as the subjects of her study. To know the effects of those two techniques on the students' reading achievement, the students are given a multiple choice test with 20 items divided into three types of questions namely Factual, Inference, and Main Idea questions.

The data obtained shows that group work can improve the students' reading comprehension achievement better than the traditional reading technique. Concerning the effect of group work on the three types of questions, the results show that in answering factual questions, there is no significant difference between the students taught using group work and the students taught using traditional reading technique. However, in answering inference and main idea questions, the results show that group work can improve the students' reading comprehension achievement better than the traditional reading technique.