

**THE EFFECT OF USING GRAMMAR TRANSLATION  
METHOD (GTM) AND JIGSAW II IN TEACHING  
READING ON THE READING ACHIEVEMENT OF  
GRADE 10 STUDENTS**

**A THESIS**



**By  
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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND  
EDUCATION  
WIDYA MANDALA CATHOLIC UNIVERSITY  
SURABAYA  
JUNE 2019**

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A THESIS**

Presented to Faculty of Teacher Training and Education  
Widya Mandala Catholic University Surabaya  
in partial fulfillment of the requirement for the Degree of  
*Sarjana Pendidikan* in Teaching English as a Foreign  
Language



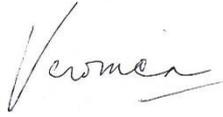
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**(I)**

This thesis entitled **The Effect of Using Grammar Translation Method (GTM) and Jigsaw II in Teaching Reading on the Reading Achievement of Grade 10 Students** prepared and submitted by **Oei Yosephine Magdalena** has been approved and accepted as partial fulfillment of the requirements for *Sarjana Pendidikan* Degree in English Department Language Teaching by the following advisor



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(II)

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## **ABSTRACT**

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The purpose of this study is to find out whether grade 10 students who are taught reading using Jigsaw II technique have a higher reading achievement than those who are taught reading using Grammar Translation Method (GTM). This study is based on several theories: the theory of reading, the theory of GTM, the theory of Cooperative Learning Method, and the theory of Jigsaw technique. The research was conducted in one of the Catholic Senior High Schools in Surabaya. The sample of this study is the tenth graders in the academic year of 2018/2019. There were two classes participating in the study: X-P1 and X-P2. Each class consisted of 33 students. X-P1 was assigned to be the control group, while X-P2 was assigned to be the experimental group. The control group was taught reading using GTM and the experimental group was taught reading using Jigsaw II technique. Each group received the treatment for three times.

A quasi-experimental research with a pretest-posttest, non-equivalent control group design was used to do this research. The instrument of this study was a reading test which consisted of 30 items in the form of multiple choice questions with five options. The pretest was conducted a week before the treatment, while the posttest was conducted a week after the treatment. In order to analyze the data, the writer used t-test formula in Microsoft Excel Program. Based on the data output, the experimental group had an average gain score of 10,06 and the control group had an average gain score of 13.48. It was also found that the P-value was larger than the significance level ( $0.17 > 0.05$ ). Thus, the Null hypothesis ( $H_0$ ) was accepted which means that there was no significant difference between the reading achievement of the tenth graders who were taught reading using Jigsaw II technique and those who were taught reading using GTM.

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