

THE EFFECT OF COOPERATIVE LEARNING
ON THE READING COMPREHENSION ACHIEVEMENT OF
SMU KRISTEN PETRA 3 STUDENTS

THESIS

As Partial Fulfillment Of The Requirement For
The Sarjana Pendidikan Degree in
English Language Teaching Faculty



By :

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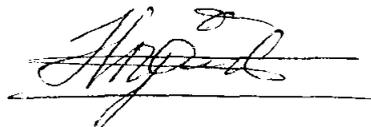
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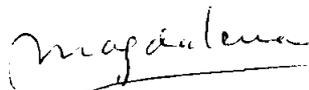


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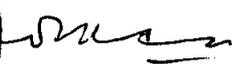


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The writer

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ABSTRACT

Sannia. 1998. **The Effect of Cooperative Learning on the Reading Comprehension Achievement of SMU Kristen Petra 3 Students.** Thesis, Program Studi Pendidikan, FKIP. Universitas Katolik Widya Mandala, Surabaya.

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According to the 1994 English curriculum, the main objective of teaching English at SMU is to enable students to comprehend English reading passages as well as to prepare the students for their further study since most references and textbooks used at higher education are mostly written in English. In order to achieve those objectives teaching English at SMU involves four language skills namely reading, speaking, writing, and listening with emphasis on reading. Eventhough reading takes the primary position in English teaching, the writer found out that many SMU students still find difficulty in comprehending the reading passage. Students cannot get the writer's message in the passage. They cannot relate the passage with their background knowledge (schemata).

In order to overcome the problem, the writer, in this study, suggests cooperative learning that can give great help for the students to understand the English reading passage better. In cooperative learning, the class is organised into groups so that each student can interact with each others and all students are motivated to increase each other's learning. Cooperative learning also enables students to learn actively and gives opportunity to the students to activate their background knowledge through process of cooperating with others.

In this study, the writer wanted to know how well cooperative learning affects students' comprehension achievement and to compare the effectiveness of cooperative learning and non cooperative learning technique. To carry out her study, she used two classes of the first year students of SMU Kristen Petra 3, Surabaya as the subjects of her study and two different themes of reading passages namely Tourism and Polution. In order to know the effect of cooperative learning the writer gave pretest and posttest which were in the form of twenty multiple choice items involving factual questions, inference, main idea, subject matter, and structural question.

After collecting and analysing the data, the writer found out that cooperative learning can improve the students reading achievement well especially in answering factual questions, inferences, main ideas, subject matters, and structural questions. Cooperative learning can also improve students' reading comprehension better than non cooperative learning.