

**THOMAS GWIN'S TECHNIQUE AS A MEANS OF
TEACHING READING USING POEMS
TO THE STUDENTS OF D1 PROGRAM OF
"PRISMA PROFESIONAL" SURABAYA**

A THESIS

**In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching**



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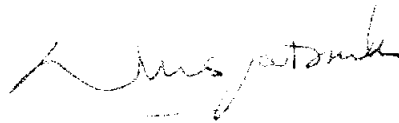
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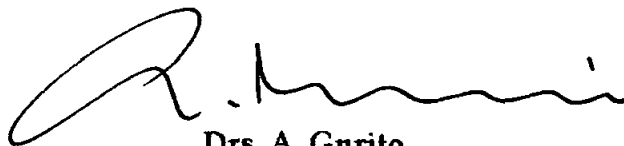
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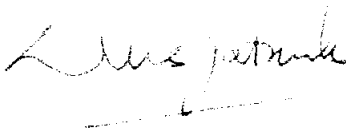
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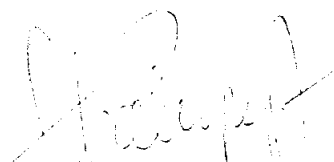
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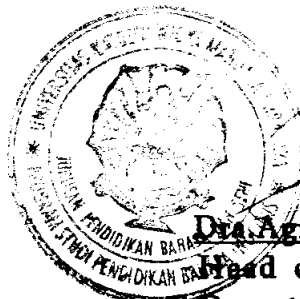
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ABSTRACT

Widihartanti, Theresia. Thomas Gwin's Technique as a Means of Teaching Reading Using Poems to the Students of DI Program of "Prisma Profesional" Surabaya. Strata I Thesis, the Faculty of Teacher Training, The English Department of Widya Mandala Catholic University Surabaya, 1999. Advisor: Dr. Wuri Soedjatmiko.

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Indonesia has implemented the 1994 Curriculum which states that the main objective of teaching learning English as the first foreign language in Indonesia to the SMU students is to provide SMU graduates with all the four skills of language namely, reading, listening, speaking and writing. Reading as one of the four language skills has the most important role in education because the students can absorb many kinds of knowledge from reading material written in English which can be non-fiction essays, novels, short stories or poems. The writer is interested in using poems which can increase students' motivation in learning the second language.

In this study, the writer tries to apply some of Thomas Gwin's procedures. However, instead of using prose, the writer selects two poems of Emily Dickinson as her reading materials. Other modification are some pre reading activities which are: By showing the class some pictures to elicit the students reactions, and by writing the title of the poems: "Success is Counted Sweetest" and "There is no Frigate like a Book." In whilst reading, the activities are: 1) By giving some explanation about the aspects of poem, and giving some questions which lead to the theme of the poem 2) By asking the students to make a set of notes on vocabularies 3) By asking the students to work in group, and they will make a debate to defend their point of view. The activity in post reading is the students make writing assignments about their real experience based on the theme of the poems. This study emerges three research questions which are: 1) How do students learn to read through Thomas Gwin's technique using poems? 2) What are types of activities emerging during the debate? 3) What are the aspects of poems being learnt during the lesson?

This study is a participant observational research. This research involves the writer as its observer to gather the data. In here, the writer gathers data by viewing, listening, and recording the subjects in the classroom, so she has first-hand information or input of 'naturally occurring' context. The writer attempts to focus what they actually do and their talks in the classroom, and views events from the perspective of the students being studied.

The result of this study answers the statement of the problem above. First, some activities which occur in the learning reading process are:

- 1) Answering pre reading questions and guessing the meaning
- 2) Listening teacher's explanation and guessing the words' meaning
- 3) Reading the poem 4) Repeating teacher's explanation to deepen an understanding 5) Correcting the mispronounced words 6) Filling in the answer on the denotation and connotation column 7) Talking one to another in a group to discuss a theme of poem and to prepare arguments in debate 8) Debating with another groups to defend their point of view 9) Writing composition 10) Opening dictionaries and asking difficult vocabularies.

Second, the types of activities that are emerging during the debate are:

- 1) telling opinion and 2) telling real experience. Third, some aspects of poems being learnt during the lesson are: a) Denotation b) Connotation c) Diction and d) Theme. There are four suggestions in conducting a better result for further studies. 1) It is necessary that English teacher use Thomas Gwin's technique to give more varieties in teaching reading for intermediate English learners 2) It is suggested that English teachers use other literary works in conducting Thomas Gwin's technique 3) It is essential that English teacher combine and choose other steps of activity of Thomas Gwin's technique beside being taken by the writer with additional instruments to give more interest to the students in reading. 4) It is recommended that the same topic with other interesting poems be studied using experimental method.

Finally, it is hoped that this thesis may contribute some ideas to the English learners in their attempts of developing reading skill.