

ABSTRACT

Soesilo, Katarina Retno. (1998). THE EFFECTIVENESS OF SELF-TEST STRATEGY AS AN ALTERNATIVE COMPARED TO OF TRADITIONAL-FRONTAL STRATEGY IN TEACHING COMPREHENSIVE READING TO THE SECOND SEMESTER STUDENTS OF ENGLISH LITERATURE STUDY PROGRAM. Yogyakarta: Sanata Dharma University.

This study was intended to compare the effectiveness of two strategies, Self-test Strategy and Traditional-frontal Strategy, in the teaching of comprehensive reading. There were two research problems stated in this study: (1) Do students taught by Self-test Strategy achieve higher scores in comprehensive reading than students taught by Traditional-frontal Strategy? (2) How effective are the Self-test and the Traditional-frontal Strategies in improving the level of reading achievement?

In order to answer the research problems, a quasi-experimental design was conducted. In conducting the design, two intact groups were involved. The two groups were taken to be the sample of this research. They were students of the English Literature Study Program in the 1997/1998 academic year. There were 37 students in one group that join in this research, and there were 38 students in the other one. The first group was treated by using Self-test Strategy and the other one by using the Traditional-frontal Strategy.

The instrument used in the experiment to gather the scores of both groups were a pretest and a posttest. The pretest was meant to know the entry level of both groups. While the posttest was meant to measure the learning achievement gained by the two groups after being given different treatments. Each test consisted of thirty objective test items. Then, in order to analyze the result of the tests, *the t-test for independent samples* was employed to determine whether the null hypothesis was accepted or not.

Based on the findings discussed in Chapter 4, the study concluded that the use of self-test Strategy was as effective as that of Traditional-frontal Strategy. This is evident in the hypothesis testing that the alternative hypothesis of this study was rejected. The scores achieved by the self-test group were almost the same with those that achieved by traditional-frontal group. The scores achieved by the traditional-frontal group was slightly higher than that by self-test group, but the difference could not be said to be significant.

The two strategies, both Self-test and Traditional-frontal Strategies, would be of an advantage in the teaching of comprehensive reading as long as they are appropriately used and suitable with the condition of students learning.

ABSTRAK

Soesilo, Katarina Retno. (1998). EFEKTIFITAS STRATEGI SELF-TEST SEBAGAI SUATU ALTERNATIF DIBANDINGKAN DENGAN EFEKTIFITAS STRATEGI TRADITIONAL-FRONTAL DALAM PENGAJARAN MEMBACA TELAHAH TERHADAP MAHASISWA PROGRAM STUDI SASRA INGGRIS. Yogyakarta: Universitas Sanata Dharma.

Studi ini bermaksud untuk membandingkan efektifitas dua strategi, yaitu *Strategi Self-test* dan *Traditional-frontal*, dalam pengajaran membaca telaah. Ada dua permasalahan yang terdapat dalam studi ini: (1) Apakah mahasiswa yang diajar dengan *Strategi Self-test* memperoleh skor lebih tinggi dalam membaca telaah daripada mereka yang diajar dengan *Strategi Traditional-frontal*. (2) Seberapa efektifkah *Strategi Self-test* dan *Traditional-frontal* dalam meningkatkan tingkat prestasi membaca ?

Untuk menjawab masalah tersebut dilakukan metode semi-eksperimen. Pelaksanaan metode tersebut melibatkan dua kelompok belajar. Dua kelompok tersebut diambil sebagai sampel penelitian. Mereka adalah mahasiswa program studi bahasa Inggris tahun akademik 1997/1998. Satu kelompok terdiri dari 37 mahasiswa dan kelompok lainnya 38 mahasiswa.

Alat yang digunakan untuk memperoleh skor dari dua kelompok tersebut adalah tes awal dan tes akhir. Tes awal dimaksudkan untuk mengetahui tingkat kemampuan awal dua kelompok tersebut. Sedangkan tes akhir dimaksudkan untuk mengukur prestasi belajar dua kelompok tersebut setelah diajar dengan dua strategi yang berbeda. Tiap tes terdiri dari 30 soal tes obyektif. Untuk menganalisa hasil kedua tes tersebut, digunakan rumus *t-test* untuk sampel independen, untuk menentukan apakah hipotesis nol diterima atau tolak.

Berdasarkan hasil penelitian yang telah dibahas di Bab 4, studi ini menyimpulkan bahwa *Strategi Self-test* dalam penggunaannya seefektif *Strategi Traditional-frontal*. Hal ini terbukti dalam tes hipotesa yang menunjukkan bahwa hipotesa alternatif penelitian ini di tolak. Angka yang diperoleh kelompok *self-test* hampir sama dengan angka yang diperoleh kelompok *traditional-frontal*. Angka kelompok *traditional-frontal* sedikit lebih tinggi daripada angka kelompok *self-test*, tetapi perbedaan yang relatif sedikit ini tidak dapat disimpulkan sebagai perbedaan yang signifikan.

Kedua strategi di atas, baik *Self-test* dan *Traditional-frontal*, akan berguna dalam pengajaran membaca telaah selama dua strategi itu digunakan secara tepat dan sesuai dengan kondisi belajar mahasiswa.