

## ABSTRACT

Milka Grace Vonita. 2000. *The Effectiveness of Using Reading Texts to Teach Grammar to the Third Grade Students of SMKN 2 Depok*. Yogyakarta. : English Language Education Study Program, Sanata Dharma University.

This study was an attempt to investigate the effectiveness of using reading texts to teach grammar to the third grade of *SMKN 2 Depok*. The term “grammar” as reported in the thesis was limited to reported speech, which included reporting statement, reporting yes/no questions and reporting Wh-questions as listed in the modification of curriculum for *SMK* in 1998.

The study was conducted against the prevailing practices of teaching and learning English at *SMKN 2 Depok* which put presentation of grammar and drills as focus of study. The presentation of grammar and drills did not properly cover the usage of how and when the grammar was used. Besides, those techniques were hard to formulate and needed memorization. Therefore, the teaching of grammar needed to be presented as natural as possible so as not to pose such difficulties to the students.

In order to achieve the purpose of the study, a number of theories were reviewed. Significant among them are that reading texts present actual contexts to sentence patterns that are taught. The sentence patterns are expressed by the sentences in the texts. While the students are reading the texts, they are learning the sentence patterns. Then a teaching experiment was conducted.

The experiment used a quasi-experimental method for independent groups. There were two groups – experimental and control – employed in this study. The experimental group was put under a careful treatment by providing reading texts as a teaching medium. On the contrary, the control group was taught using presentation of grammar and drills.

The post-test result showed that the experimental group got higher mean score than the control group did. The difference of the post-test mean score between the two groups were significant. It means that the use of the reading texts was effective. Other findings presented that both groups got higher scores in the post-test than in the pre-test. It shows that both groups had improvement during the treatment. Overall, the experimental group’s scores were higher than the control group’s. However, some numbers in the test were less than the control group’s. It means that there were some weaknesses in using reading texts as a teaching medium.

On the basis of the findings in data analysis, conclusions were drawn and two recommendations proposed. It was concluded that the use of the reading texts was effective, but there were also weaknesses in using reading texts. The researcher suggested the English teachers at *SMKN 2 Depok* to use the reading texts as an alternative teaching medium to teach grammar. Considering that this study only covered the grammar skill, the researcher suggested other researchers to broaden this study in different skills.

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Penelitian yang dilaporkan dalam skripsi ini bertujuan untuk menyelidiki efektifitas penggunaan teks wacana dalam pengajaran grammar di kelas 3 SMKN 2 Depok. Istilah “grammar” yang digunakan dalam skripsi ini terbatas pada kalimat tak langsung yang meliputi kalimat tak langsung kalimat berita, kalimat tanya yang menggunakan *yes/no questions* dan *Wh-questions*, seperti yang tertera dalam sinkronisasi kurikulum untuk SMK tahun 1998.

Penelitian dilakukan setelah menyimak kelemahan dari teknik pengajaran di SMKN 2 Depok yang menekankan pada penjelasan grammar and latihan soal-soal. Teknik semacam ini tidak seutuhnya mencakup penggunaan tentang kapan dan bagaimana aturan-aturan dalam grammar dipakai. Di samping itu teknik tersebut sangat sulit dipahami dan membutuhkan hafalan. Oleh karena itu, pengajaran grammar perlu dipresentasikan senatural mungkin sehingga tidak menimbulkan kesulitan-kesulitan semacam itu.

Untuk mencapai tujuan dari penulisan skripsi ini, beberapa teori ditinjau, diantaranya adalah bahwa teks wacana mengekspresikan konteks yang sesungguhnya untuk pola kalimat yang diajarkan. Pola-pola kalimat tersebut diekspresikan lewat kalimat-kalimat dalam teks. Sementara murid-murid membaca teks, mereka akan mempelajari pola-pola kalimat tersebut. Selanjutnya eksperimen dilakukan.

Study ini menggunakan metode *quasi-experiment* untuk kelompok independen. Ada dua kelompok yang menjadi subjek dalam penelitian ini, yaitu kelompok eksperimen dan kontrol. Kelompok eksperimen mendapat pengajaran dengan menggunakan teks wacana sebagai sarana mengajar, sedangkan kelompok kontrol memperoleh pengajaran dengan penjelasan grammar dan latihan soal-soal.

Hasil *post-test* menunjukkan kelompok eksperimen memperoleh nilai rata-rata lebih tinggi daripada kelompok kontrol. Perbedaan skor yang ada ternyata signifikan, sehingga bisa diartikan bahwa penggunaan teks wacana efektif. Kedua kelompok sebenarnya sama-sama memperoleh nilai yang lebih tinggi pada *post-test*, tetapi nilai kelompok eksperimen lebih tinggi. Hal ini menunjukkan bahwa kedua kelompok mengalami peningkatan kemampuan. Pada umumnya, nilai kelompok eksperimen lebih tinggi daripada kelompok kontrol, tetapi ada beberapa nomor yang nilainya lebih rendah dari kelompok kontrol. Ini berarti ada kelemahan dalam penggunaan teks wacana.

Berdasarkan hasil-hasil analisis data, peneliti mengemukakan beberapa kesimpulan dan juga rekomendasi. Kesimpulan yang dikemukakan adalah bahwa penggunaan teks wacana efektif, tetapi ada kelemahan dalam penggunaan teks tersebut. Peneliti merekomendasi penggunaan reading teks sebagai salah satu alternatif sarana mengajar grammar kepada guru bahasa Inggris SMKN 2 Depok. Di samping itu, peneliti juga menyarankan kepada peneliti lain untuk membuat study yang berbeda dengan penerapan bidang keahlian yang lain.