

## ABSTRACT

Harahap, Mara Amin. 2004. **The Effect of Teaching Techniques with Grammatical and lexical Cohesion Exercises on Reading Comprehension.** English Applied Linguistics, Graduate Program of UNIMED.

The objectives of this study are to investigate whether teaching techniques with grammatical and lexical cohesion exercises significantly affect reading comprehension and which of these techniques the most significantly effective is. Quantitative approach was carried in experimental design. The second year students of SMP Negeri 9 Padangsidempuan of the second semester in the period of 2004/2004 were taken as the samples of the study in cluster sampling with 104 students divided into three groups. The data were analyzed by means of statistical analysis by applying one-way ANOVA. The results of testing the first hypothesis shows that the  $F_{\text{observed}}$  is greater than the  $F_{\text{table}}$  ( $3.91 > 3.09$ ), while the second hypothesis shows that the comparisons between the Scheffe Test value and  $F_{\text{table}}$  indicates that grammatical cohesion exercises versus conventional textbook exercises is  $3.58 > 3.09$ , grammatical cohesion exercises versus lexical cohesion exercises is  $0.28 < 3.09$ , and the conventional textbook exercises versus lexical cohesion exercises is  $1.89 < 3.09$ . On the basis of testing the hypotheses, the research findings show that (1) teaching techniques with grammatical and lexical cohesion exercises significantly affect reading comprehension (2) one of these techniques is more effective than the others, i.e., grammatical cohesion exercises is more effective than conventional textbook exercises, and (3) the effect of grammatical and lexical cohesion exercises do not differ significantly. Based on the research findings, it is concluded that teaching techniques with grammatical and lexical cohesion facilitate the students reading comprehension.