ABSTRACT

Aini, Syarifah. Registration Number: 082188310037. The Effect of Teaching Methods and Linguistic Competence on Students' Achievement in Reading Narrative Text at State Senior High School 8 Medan. A Thesis. English Applied Linguistics Study Program, State University of Medan. 2011.

The objectives of this experimental research are to investigate whether: (1) students' achievement in reading Narrative text taught with Task-Based Language Learning is higher than taught with Cooperative Learning, (2) high linguistic competence students' achievement in reading Narrative text is higher than low linguistic competence students' achievement, and (3) there is a significant interaction between teaching methods and linguistic competence on student's achievement in reading Narrative text. The population was students of Grade XI of State Senior High School 8 Medan, Natural Science. Based on Cluster Sampling technique, two classes were chosen, namely Grades IPA XI1 and 2. The data analyzed using a two-way ANOVA with 2×2 factorial design. Students' achievement in linguistic competence was measured using 40 multiple choice items with 5 options and the reliability was 0,89 based on Kuder- Richardson's Formula 20. The result and the conclusions of this study are (1) Students' achievement in reading Narrative text taught with Task-Based Language Learning is higher than students' achievement in reading Narrative text by using Cooperative Learning (81,20 > 72,10), (2)Students with high linguistic competence have higher achievement in reading Narrative text than students with low linguistic competence (81,90 > 72) and (3) there is a significant interaction between teaching methods and linguistic competence on students' achievement in reading Narrative text ($F_{observed} = 4.906 > F_{table}\ 3.96$). It implies that Task-Based Language Learning and Cooperative Learning Methods are effective to increase students' achievement in reading Narrative text, so English teachers are suggested to apply varieties of teaching methods to improve teaching-learning process.