THE USE OF BILINGUAL GLOSSARY TO IMPROVE STUDENTS' READING COMPREHENSION

(An Experimental study at grade VIII of SMP Negeri 1 Pancur

in the academic year of 2010/2011)

a final project

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by

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ABSTRACT

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Keywords: Bilingual Glossary, Reading Narrative Text, Experimental Study

The topic of this study is the use of bilingual glossary to improve students' reading comprehension - an experimental study at grade VIII of SMP 1 Pancur-Rembang in the academic year of 2010/2011. The objective of this study is to find out the significant different improvement of the students' reading comprehension of narrative texts between the bilingual glossary group and monolingual glossary group and to describe the effectiveness of bilingual glossary contribute to the improvement of students' reading comprehension of narrative texts.

The research method in this study is pretest posttest control group design. There were two groups used in the research; the experimental group and the control group. The two groups received different treatments. The experimental group was taught reading narrative texts by using bilingual glossary, while the control group was taught by using monolingual glossary.

The data were collected through multiple choice tests. Based on the try out, the test was valid and reliable. The validity and reliability was calculated by using SPSS (Statistical Package for the Social Science) then compared them with r value in the Product Moment table. To obtain the data the writer carried out three steps: pre test, activities in the experimentation, and post test. In the pre test, the results of the two groups were nearly the same. The mean score of the experimental group was 66.5000 and the mean score of the control group was 64.9375. The very slight difference between the two groups indicated that the two groups were homogeneous.

After receiving the different treatments, the two groups got the different results. The post test mean score of the experimental group was 79.6563 while the mean score of the control group was 72.5938. The significant difference between two groups showed that the use of bilingual glossary in teaching reading narrative texts was effective. From the result, it could be concluded that there was an improvement of student's reading comprehension in narrative texts by using bilingual glossary.