THE EFFECTS OF "ONE STAYS THE REST STRAY" AND "LOCKSTEP" TECHNIQUES ON THE ENHANCEMENT OF STUDENTS' READING ACHIEVEMENTS

Tjahjaning Tingastuti Surjosuseno

Abstract

Abstract: This research was based on students' need in preliminary research which stated that most students (87%) need a new strategy in teaching and not all students have good achievements in reading texts (37.14%) in EFL classes. The writer used two-group, quasi-experimental, post test only design to investigate two techniques, i.e. "one stays the rest stray" and "lockstep" techniques, to increase students' achievements in EFL reading. Participants in this study included 61 college students who were taken as two intact groups. The result of statistical computations showed that the reading achievements of the experimental group increased and was significantly different from those of the control group. These students were able to have various competencies which might help keep students working on task, speaking orally, recalling the knowledge, summarizing the passage, and comprehending the text well and happily.

Keywords: one stays the rest stray technique, lockstep technique, reading achievement, positive interdependence, individual accountability and interpersonal skills.

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Research results show that student academic achievement can be predicted based on the socioeconomic variables that exist in students' lives. Field studies indicate that the impact of socioeconomic factors on academic achievement may change as related to educational stage, social policies practiced in the country, developmental conditions of the country and time. The universe of this study comprises senior students of departments which admit students based on the Weighted Quantitative Composite scores of the Student Selection Examination (SSE) at Süleyman Demirel University (SDU), Turkey.