

researcher to evaluate subjects' English reading ability in both groups. The test consisted of various reading passages together with 40 multiple-choice questions. The reliability of this reading test was at 0.81 . The scores obtained from the pretest and the posttest of the control and the experimental groups were analyzed and administered to find out the effectiveness of these two teaching approaches.

A rating-scale questionnaire was also employed to investigate students' attitudes in the experimental group towards the group approach at the end of the experiment. The questionnaire was composed of two main parts. The first part contained the items concerning subjects' personal data. The second was employed to elicit students' attitudes and suggestions towards the use of the group approach in English reading comprehension.

Findings:

1. The mean scores of the posttest of students in the experimental group taught by the group approach were significantly higher than those of the pretest.

2. There was a significant difference between scores gained from the reading pretest and the reading posttest for students in the control group taught by the use of the traditional approach.

3. It was found that the posttest scores obtained by students in the experimental group taught by the use of the group approach were significantly higher than the posttest scores obtained by students in the control group taught by the traditional approach.

4. The mean scores of all high, middle and low reading ability students in the experimental group were significantly higher than those in the control group.

5. The mean scores of all students' questionnaire revealed that students in the experimental group agreed with using the group approach in English reading comprehension significantly.