



**THE EFFECT OF USING NUMBERED HEADS TOGETHER TECHNIQUE
ON THE GRADE XI STUDENTS' READING COMPREHENSION
ACHIEVEMENT AT SMAN 2 JEMBER IN THE 2011/2012 ACADEMIC
YEAR**

THESIS

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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CONSULTANT'S APPROVAL

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Erwandi and Sumartini.
2. My dearest brother, SeptiEbri N. M..



MOTTO

“Today a reader, tomorrow a leader.”

(Margaret Fuller)



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Jember, ... June 2012

The writer

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SUMMARY

The Effect of Using Numbered Heads Together Technique on Grade XI Students' Reading Comprehension Achievement at SMAN 2 Jember in the 2011/2012 Academic Year; Septanti Eko Nirmala Marter; 060210491062; 2012; 40 pages; English Education Program, Faculty of Teacher Training and Education, Jember University.

This Experimental Research was intended to know whether or not there was a significant effect of NHT technique on grade XI students' reading comprehension achievement at SMAN 2 Jember in the 2011/2012 academic year. SMAN 2 Jember was chosen purposively as the research area because the English teacher never teaches reading by applying NHT technique for grade XI students. In addition, it was possible to get permission to conduct the research.

This experimental research covered the stages of administering homogeneity test; determining two classes as the experimental group and the control group; giving treatment that was teaching reading by NHT technique to the experimental group, while control group were taught by using silent reading technique; giving reading comprehension test to the two groups; analyzing the reading post test of the two groups; drawing a conclusion based on the data analysis results. The primary data were collected by administering the reading comprehension test after the treatment given. The supporting data were collected by interview and documentation.

Homogeneity test in the form of reading comprehension test was conducted to know the homogeneity of the population. Based on the calculation by using ANOVA formula the condition of grade XI classes of SMAN 2 Jember was heterogenous, therefore lottery was done to determine the research respondents from two classes to be the experimental group and control group.

Before giving post-test, try out was conducted to know the test items were suitable for the students' level of comprehension. In addition, it was also to know whether the test needed to be revised or not.

The post test was given to both groups after each group received the teaching learning process twice. The result of t-test analysis on the students' reading comprehension achievement test scores that the statistical value of the t-test was higher than that of the value of t-table with significance level of 5% ($8.04 > 1.99$). Consequently, the formulated hypothesis: "There is a significant effect of Numbered Heads Together technique on grade XI students' reading comprehension achievement at SMAN 2 Jember in the 2011/2012 academic year" was accepted.

Based on the result above, NHT technique significantly affected the students' reading comprehension achievement. Degree of Relative Effectiveness was applied in order to know how far the effect of Numbered Heads Together Technique gave an effect to the students' reading comprehension achievement. The degree of relative effectiveness was 0.18%. It means that the use of NHT technique was 0.18% more effective in teaching reading comprehension than without applying NHT technique that was silent reading technique.

Based on the results, NHT Technique gave a significant effect on the students' reading comprehension achievement. Then, it is suggested to the English teachers to use NHT as an alternative technique in teaching reading comprehension since the technique affected the students' reading comprehension achievement.

Keywords: Reading Comprehension achievement, Numbered Heads Together technique.