



**THE EFFECT OF USING *PEER TEACHING TECHNIQUE* WITH THE *ETH*
(*EVERYONE IS A TEACHER HERE*) STRATEGY ON THE 11th YEAR
STUDENTS' READING COMPREHENSION ACHIEVEMENT
AT SMAN 2 BONDOWOSO**

THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of
the English Language Education Study Program, Language and Arts Education
Department, The Faculty of Teacher Training and Education
Jember University

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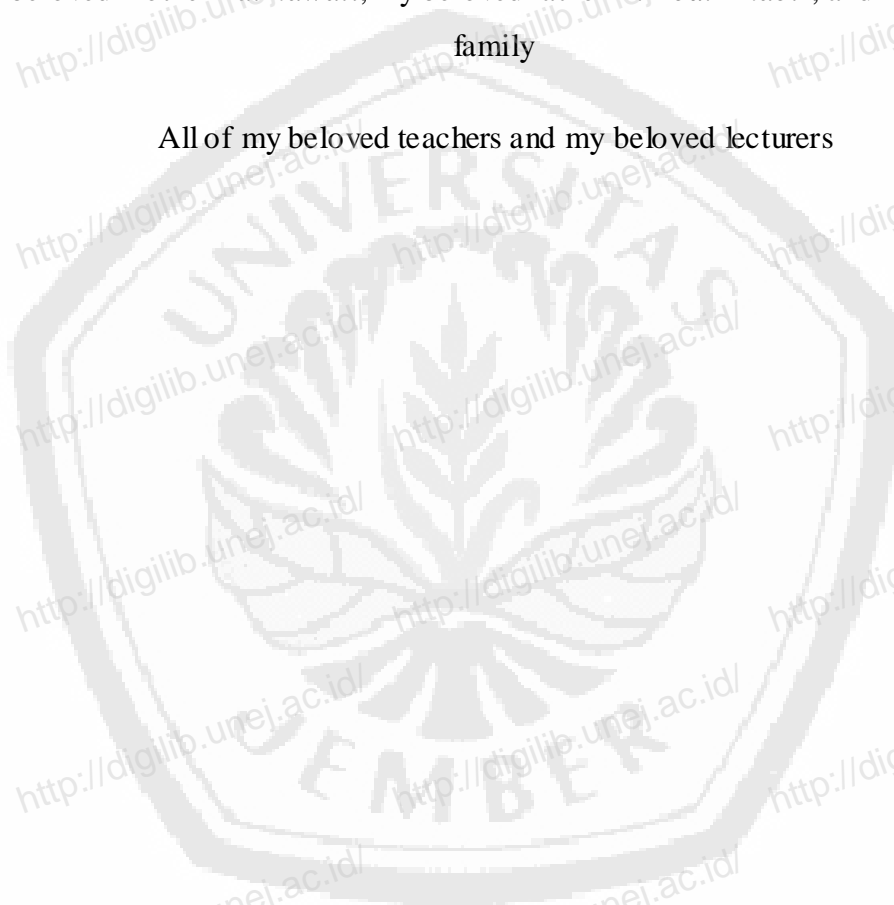
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
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DEDICATION

This thesis is honorably dedicated to:

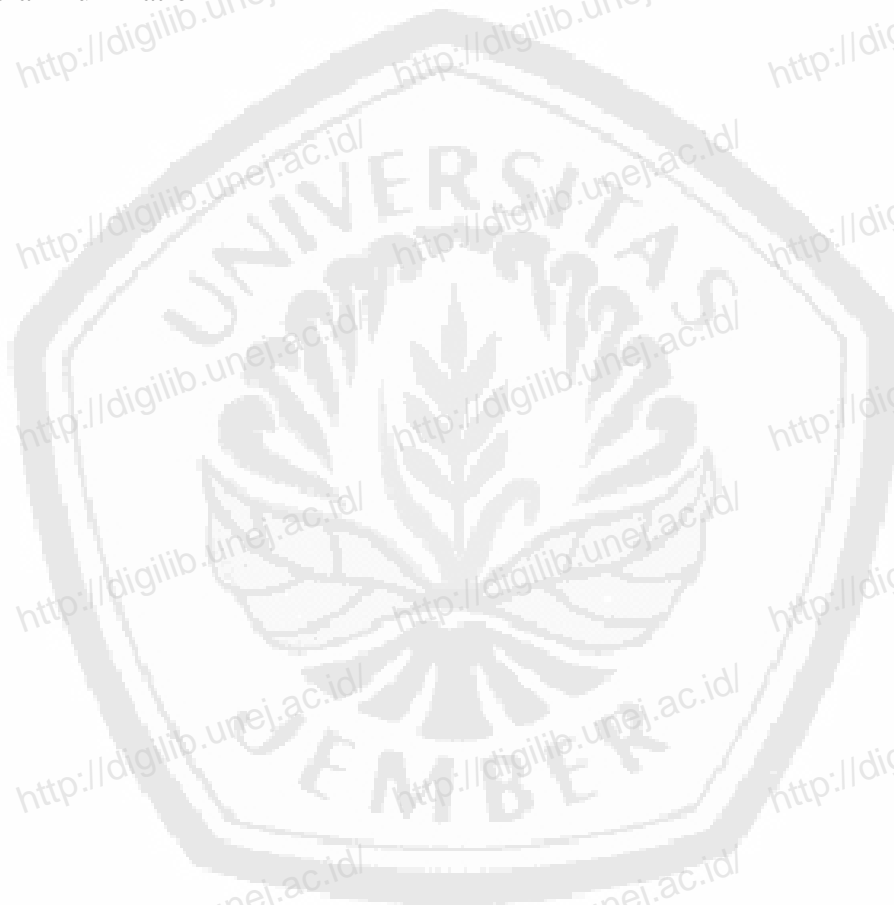
My beloved mother *Fatmawati*, my beloved father *H. Abd. Khabir*, and my beloved family

All of my beloved teachers and my beloved lecturers



MOTTO

The greatest gift is a passion for reading. It is cheap, it consoles, it distracts, it excites, and it gives you knowledge of the world and experience of a wide kind. It is a moral illumination *)



*) Elizabeth Hardwick

CONSULTANT'S APPROVAL

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Finally, I do hope that this thesis will give a useful contribution as well as reference for the sake of the improvement of English teaching, especially the teaching of reading. Any criticism and valuable suggestion would be appreciated.

Jember, May 2012

The Writer

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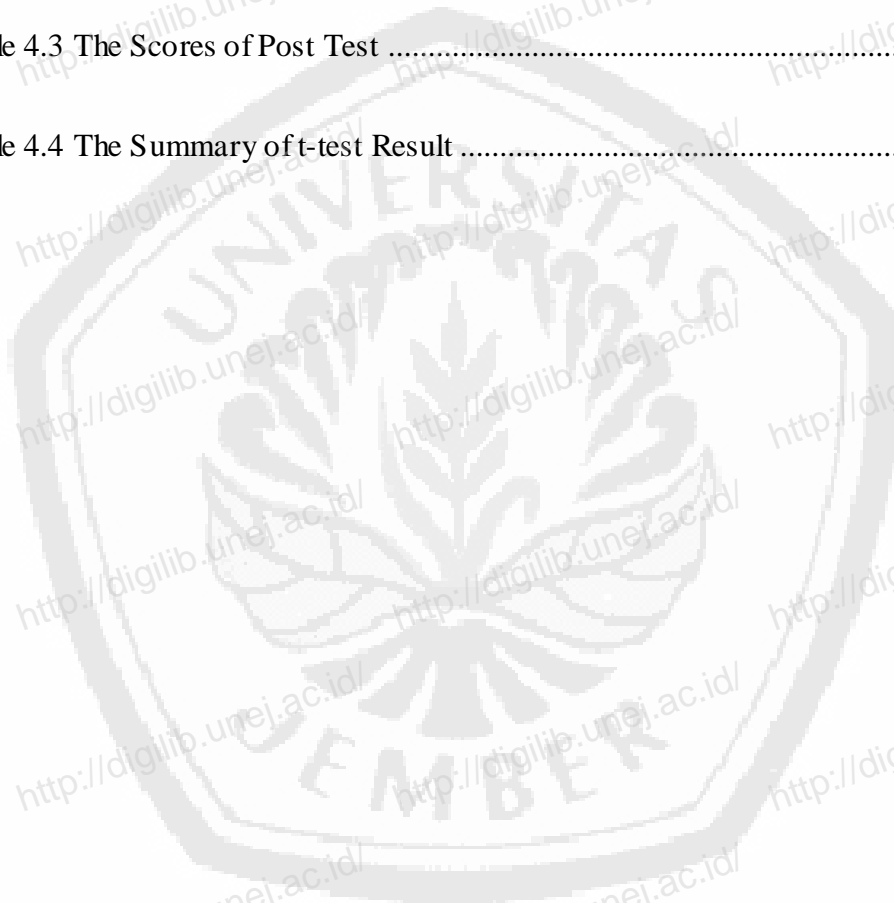


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SUMMARY

The Effect of Using Peer Teaching Technique with The ETH (Everyone Is A Teacher Here) Strategy on The 11th Year Students' Reading Comprehension Achievement at SMAN 2 Bondowoso in the 2011/2012 Academic Year.; Muh. Taufiqur Rahman, 070210491015; 2012:54 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

One of the objectives of the 2006 Institutional-Based Curriculum of teaching English is to support students to be more active in teaching learning activity. Being active in learning is needed to increase students' interest and involvement in learning process. Therefore, administering Peer teaching technique with the ETH strategy, as one of the techniques in active learning, gives participants the opportunity to learn something well and at the same time to become resources for one another especially to comprehend the reading materials.

This research was conducted to investigate whether there was a significant effect of Using Peer Teaching Technique with The ETH (Everyone Is A Teacher Here) Strategy on the 11th year students' reading comprehension achievement at SMAN 2 Bondowoso or not and how effective the use of peer teaching technique with ETH strategy on the 11th year students' reading comprehension achievement at SMAN 2 Bondowoso in the 2011/2012 academic year. The design of the research was quasi experimental design. The type of the quasi experimental research was randomized control group post-test only design. The respondents of this research were the 11th year students of SMAN 2 Bondowoso. The total number of the respondents was 72 students which divided into the experimental group (XI IPA 5) and the control group (XI IPA 1). The experimental group consisted of 36 students who was taught by using Peer Teaching Technique with The ETH. The control group consisted of 36 students who was taught reading without using Peer Teaching Technique with The ETH but by using lecturing technique. The area of this research

was SMAN 2 Bondowoso. It was chosen purposively because the use of Peer Teaching Technique with The ETH ever been applied in teaching learning process of reading in this school but with incomplete instructions of the technique.

The primary data of this research were collected from the students' score of reading comprehension post test. Meanwhile, the homogeneity test, observation, documentation and interview with the English teacher were used to get the supporting data. The primary data were analyzed by using t-test formula with 5% significant level. The results the calculation showed that the statistical value of t-test was higher than that of t-table ($3.02 > 2.00$), and degree of freedom (df) was 70 (60 is the nearest range). It meant that the null hypothesis was rejected, while the alternative hypothesis was accepted. Then, the result of Degree of Relative Effectiveness (DRE) was 6.8 %. It meant that the degree of relative effectiveness of using peer teaching technique with ETH strategy in teaching reading comprehension was 6.8 % more effective than teaching reading by using lecturing technique.

In conclusion, the use of peer teaching technique with ETH strategy gave a significant effect on the 11th year students' reading comprehension achievement at SMAN 2 Bondowoso. Based on the result of the this research, the students who were taught using peer teaching technique with ETH strategy had better achievement of reading than those who were taught using lecturing technique. So, the researcher recommends the English teacher of the 11th year students of SMAN 2 Bondowoso to use peer teaching technique with ETH strategy as an alternative strategy in teaching learning process of reading.