

Abstract

A COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION ACHIEVEMENT BETWEEN NUMBERED HEADS TOGETHER TECHNIQUE AND PREDICTIVE READING TECHNIQUE AT THE FIRST GRADE OF SMA NEGERI 1 GEDONG TATAAN

By

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Mastering reading skills is equally difficult for all people, especially for students in high school. This is reasonably true since this activity requires the students not only to read the text but also to understand it. More specifically when it is concerning reading in terms of making inferences, making references, understanding vocabulary, finding specific information, and identifying main idea. Consequently, the students' experience involves crucial problem in mastering reading and the teacher has an important role to choose appropriate technique to facilitate the students in improving these reading skills.

This research was aimed at finding out whether there is a significant difference in students' reading comprehension achievement between those who are taught through NHT and PR technique and which reading aspect improved the most after being taught through NHT and PR technique in terms of macro skills. This research used quantitative approach and was conducted to 2 classes in SMAN 1 of Gedong Tataan. The researcher administered reading test to collect the data. The result showed that there is a significant difference in students' reading comprehension achievement between those who are taught through NHT and PR technique. It could be seen from the increase of students' mean score from pre-test to posttest and the T-test revealed those results are significant because $p < 0.05$, $p = .000$. Besides, reading aspect which improved the most is vocabulary aspect. This could be seen from the mean score from pre-test to posttest. Thus, there is a significant difference in students' reading comprehension achievement between those who are taught through NHT and PR technique. Moreover, vocabulary aspect is the aspect which improved the most in each class.

Keywords: *Numbered Heads Together technique, Predictive Reading technique, Reading Comprehension, difference, improvement.*