ABSTRACT

This thesis is written to 1) identify can and to what extent the use of Numbered Heads Together (NHT) improve students' reading comprehension and 2) describe the class situation when the teacher implements Numbered Heads Together (NHT) in reading activity.

The research was conducted from April 14th 2011 until June 6th 2011 at the eleventh grade of SMA Negeri Colomadu Karanganyar. The research was conducted in two cycles, in which in the first cycle there were three meetings and
in the second cycle there were two meetings. Every cycle consisted of four steps: planning, implementing, observation, and reflection. The research data were collected by using techniques of qualitative and quantitative method. The qualitative method consisted of observation, field notes, interview, diary, and photograph. Meanwhile, the technique of collecting data using quantitative method was a test. The qualitative data were analyzed in five stages consisted of assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data were analyzed by comparing the mean scores of the pre-test and the post-test.

The research findings show that Numbered Heads Together (NHT) can improve the students' reading comprehension and the classroom situation in teaching and learning narrative text. The improvement of students' comprehension includes: 1) Students can understand word meaning; 2) Students can recognize sentence meaning; 3) Students can identify specific information; 4) Students can find detailed information; 5) Students can infer main idea of paragraph; 6) Students can identify reference; 7) Students can infer communicative purpose of the text. The improvement of classroom situation includes: 1) Students are not noisy during English teaching learning in the classroom; 2) Students tend to be active learners; 3) Students are willing to speak English in the classroom; 4) Students pay attention toward the teacher's explanation during teaching learning activity; 5) Students are diligent to do homework. Besides two findings above, there are improvements of the students learning activity includes: 1) Students enjoy and get interested in the classroom situation; 2) All students are involved in the teaching learning process; 3) Students solve the problem by opening their dictionary.