

**THE EFFECT OF USING NUMBERED HEADS TOGETHER  
AND READING MOTIVATION ON STUDENTS' READING  
COMPREHENSION OF DESCRIPTIVE AND NARRATIVE  
TEXT OF SMPN 7 MUARO JAMBI**

**THESIS**



**BY**

**DONY EFRIZA  
NIM. 1103749**

*This thesis is submitted to fulfill one of the requirements  
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## ABSTRAK

**Dony Efriza, 2014. Pengaruh Penggunaan *Numbered Heads Together* dan Motivasi Membaca terhadap Pemahaman Membaca Siswa dalam Teks Deskriptif dan Naratif di SMPN 7 Muaro Jambi. Tesis. Program Pasca Sarjana Universitas Negeri Padang.**

Dalam pembelajaran membaca bahasa Inggris, teknik pengajaran dan motivasi membaca mempengaruhi kemampuan membaca bahasa Inggris siswa. Teknik yang digunakan dalam penelitian eksperimen ini adalah *Numbered Heads Together*. Teknik ini dapat digunakan sebagai variasi dari teknik pengajaran membaca bahasa Inggris pada teks deskriptif dan naratif. Tujuan dari penelitian ini adalah untuk menemukan pengaruh dari *Numbered Heads Together* dan motivasi membaca siswa terhadap kemampuan membaca bahasa Inggris mereka dalam teks deskriptif dan naratif.

Penelitian ini adalah penelitian eksperimen dengan rancangan factorial two by two. Penelitian ini telah dilaksanakan di SMPN 7 Muaro Jambi. Populasi dari penelitian ini adalah siswa kelas dua dengan jumlah populasi 164 orang. Pemilihan sampel dilakukan dengan cara *cluster sampling*; jumlah sampel adalah 41 siswa (20 siswa pada kelas II F dan 21 siswa pada kelas II G). II F sebagai kelas kontrol dan II G sebagai kelas eksperimen.

Hasil penelitian ini menunjukkan bahwa, pertama, siswa yang diajarkan dengan *Numbered Heads Together* mempunyai kemampuan membaca bahasa Inggris yang lebih baik dalam teks deskriptif dan naratif dibandingkan dengan siswa yang diajarkan dengan *Question Answer Relationship*. Kedua, siswa dengan motivasi membaca yang tinggi yang diajarkan dengan *Numbered Heads Together* mempunyai kemampuan membaca bahasa Inggris yang lebih baik dalam teks deskriptif dan naratif dibandingkan dengan yang diajarkan dengan *Question Answer Relationship*. Ketiga, siswa dengan motivasi membaca yang rendah yang diajarkan dengan *Numbered Heads Together* mempunyai kemampuan membaca bahasa Inggris yang lebih baik dalam teks deskriptif dan naratif dibandingkan dengan yang diajarkan dengan siswa yang diajarkan dengan *Question Answer Relationship*. Keempat, tidak terdapat interaksi antara kedua teknik dan motivasi membaca siswa terhadap kemampuan membaca bahasa Inggris siswa dalam teks deskriptif dan naratif. Dalam hal ini dapat disimpulkan bahwa *Numbered Heads Together* dapat digunakan sebagai teknik pengajaran membaca bahasa Inggris dalam teks deskriptif dan naratif di SMPN 7 Muaro Jambi. Untuk peneliti selanjutnya, mereka dianjurkan untuk melakukan penelitian dengan menggunakan teknik ini pada keterampilan yang lain dan pada jenis teks yang lainnya.

## ABSTRACT

**Dony Efriza, 2014. The Effect of Using Numbered Heads Together and Reading Motivation on Students' Reading Comprehension of Descriptive and Narrative Text of SMPN 7 Muaro Jambi. Thesis. Graduate program of State University of Padang.**

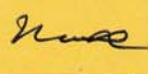




In teaching reading, teaching technique and reading motivation influences students' reading comprehension. Technique which was used in this experimental research is Numbered Heads Together. It can be used as a variation of teaching technique in teaching reading comprehension of descriptive and narrative text. The purpose of this research was to find out the effect of using Numbered Heads Together and students' reading motivation on students' reading comprehension of descriptive and narrative text.

This research was an experimental research with factorial design two by two. It was conducted at SMPN 7 Muaro Jambi. Population of this research was second year students with the total population was 164. The sample was taken by cluster sampling; the total number of sample was 41 (20 students in the II F and 21 students in the II G). II F was control class and II G was experiment class.

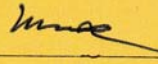
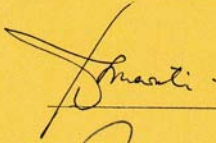
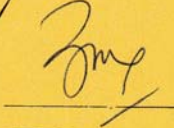
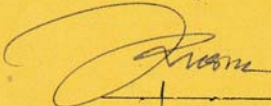
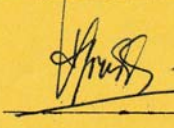
The results of this research are, first, the students who were taught by Numbered Heads Together had better result on reading comprehension of descriptive and narrative text than the students who were taught by Question Answer Relationship. Second, the students with higher reading motivation who were taught by Numbered Heads Together had better reading comprehension of descriptive and narrative text than those who are taught by Question Answer Relationship. Third, students with lower reading motivation who are taught by Numbered Heads Together had better reading comprehension of descriptive and narrative text than those who are taught by Question Answer Relationship. Fourth, there was no interaction between both techniques and students' reading motivation on students' reading comprehension of descriptive and narrative text. In conclusion, Numbered Heads Together can be used as a teaching technique in teaching reading comprehension of descriptive and narrative text at SMPN 7 Muaro Jambi. For further researcher, they are suggested to do more research dealing with this technique on other skills and others kinds of text.

## PERSETUJUAN AKHIR TESIS

Mahasiswa : *DONY EFRIZA*  
NIM. : 1103749

Nama	Tanda Tangan	Tanggal
<u>Prof. Dr. H. Mukhaiyar</u> Pembimbing I		<u>28/11-014</u>
<u>Dr. Desmawati Radjab, M.Pd.</u> Pembimbing II		<u>28/11-014</u>
 Direktur Program Pascasarjana Universitas Negeri Padang	Ketua Program Studi/Konsentrasi	
 <u>Prof. Dr. Agus Irianto</u> NIP. 19540830 198003 1 001 PLT. SK Nomor: 187/UN35/KP/2013 Tanggal 23 Juli 2013	 <u>Prof. Dr. Gusril, M.Pd.</u> NIP. 19580816 198603 1 004 PLT. ST Nomor: 2513/UN.35/KP/2013 Tanggal 24 Desember 2013	

**PERSETUJUAN KOMISI  
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1	<u>Prof. Dr. H. Mukhaiyar</u> (Ketua)	
2	<u>Dr. Desmawati Radjab, M.Pd.</u> (Sekretaris)	
3	<u>Prof. Dr. M. Zaim, M.Hum</u> (Anggota)	
4	<u>Dr. Kusni, M.Pd.</u> (Anggota)	
5	<u>Prof. Dr. Syafruddin, M.Pd.</u> (Anggota)	

Mahasiswa

Mahasiswa : **DONY EFRIZA**  
NIM. : 1103749  
Tanggal Ujian : 31 - 12 - 2013

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Padang, Januari 2014

Saya yang menyatakan,



**DONY EFRIZA**  
**NIM. 1103749**



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## **CHAPTER 1 INTRODUCTION**

### **A. Background of the Problem**

Reading is one of skills which should be mastered by English students. By reading, the students can get much information to enlarge their knowledge. When students read many texts and comprehend them well, students would get the benefit of reading. Besides that, students can also get enjoyment by reading. Many people read texts to get pleasure in their life. There are many texts which students can read in their environment such as newspaper, magazine, and advertisement. To be successful readers, the students should comprehend the text they read very well. Therefore, reading comprehension is important for the students.

In reading comprehension, the students should comprehend some aspects, such as determining main idea and details, recognizing word meaning and reading for information. By comprehending them, the students will easily comprehend all of the content of the text. Those aspects above help the students in comprehending of reading text very much.

However, comprehension often occurs as students' problem in reading. Second grade student at SMPN 7 Muaro Jambi have problem related to reading comprehension. Based on the preliminary data in interview on 31<sup>st</sup> January- 2<sup>nd</sup> February, most of the students did not reach expected minimum scoring (KKM), and got difficulties in comprehending text. Teachers said that most of the students difficult to comprehend a text



because the students have lack of vocabulary. It is in line with the students' statement, most of students also said that, they difficult to comprehend a text because they have lack vocabulary. To solve that problem, the teacher should use appropriate technique in teaching reading.

Based on the observation at SMP N 7 Muaro Jambi which has been done on 31<sup>st</sup> January- 14<sup>th</sup> February, the teacher used a kind of technique in teaching reading comprehension. In the teaching reading comprehension the teacher only used Question Answer Relationship technique.

In applying Question Answer Relationship Technique, the teacher usually gave the students a text and some questions and the students should answer the question of the text. For the students that have good comprehension in reading, it is a kind of effective technique, but this technique difficult to apply for the students that have lack comprehension in reading.

Besides that, student's reading motivation influence reading comprehension in the reading teaching learning process. Reading motivation is an important factor of the students to success in learning reading. Based on the observation most of the students did not pay attention to the teachers in teaching reading. In addition when the teachers asked the students to read texts and answer the question related to the texts, most of them did not accomplish the task. In learning reading English text, the students have different reading motivation. There are some students that have high reading motivation and there are some students that have low reading motivation. Based on the research's

observation, some students that have low reading motivation did not want to read a text.

Based on the reasons above, the teacher's technique that used and reading motivation of the students will give an effect for students in learning reading comprehension. Then, the technique used by the teacher in teaching reading is only effective for some students, for example the students which have good comprehension in reading and the students which have high reading motivation.

The researcher assumes cooperative learning approach can minimize these problems. According to Savage and Armstrong (1996: 195) cooperative leaning approach has some techniques to apply in the class, such as: Two- by- two, Think- Pair- Share, Numbered Heads Together, Inside- Outside, Classroom Debate, Role Playing, Simulation, Learning Together, Team Achievement Division, Jigsaw, and Buzz Session. However, only Numbered Heads Together which is believed can be appropriate technique to solve these problems. It is because Numbered Heads Together technique can train all of students participate, giving opinion in the discussion, hold accountability and all of the groups have to make sure their members know the content of the text. The teacher can use Numbered Heads Together technique to give an opportunity in a large number of students to participate in teaching learning process.

Using Numbered Heads Together gives good situation in the class for students. According to Kagan (2009: 1) students love game and students love team work. So, Numbered Heads Together is a technique

which combine game and team work in teaching learning process. According to Savage and Armstrong (1996: 207) in the Numbered Heads Together activity each group must make sure the members of their group knows the answer. So, it trains students' accountability. Numbered Heads Together is also appropriate to use in reading because comprehension question can be posed to group, and students can work together to find the answer. Therefore, Numbered Heads Together technique is very useful for teaching learning process, reading in particular.

Some research about the use of Numbered Heads Together Technique have been conducted in different places and by different researchers, but they only conducted researches about the use of Numbered Heads Together technique. There are a few researches who investigate the effect of using Numbered Heads Together technique and reading motivation. Therefore, this research is to investigate the effect of Numbered Heads Together technique and reading motivation on students' reading comprehension of SMPN 7 Muaro Jambi.

## **B. Identification of the Problem**

Based on the background of the problem above, there are some problems which can be identified. First, the problem faced on students' reading comprehension. In reading comprehension, most of the students did not reach expected minimum scoring (KKM) and got difficulties in comprehending a text.

Next the problem faced on the teacher's technique which used in the class room. The teacher should use various techniques in teaching reading process but, the teacher only used Question and Answer Technique in the reading teaching learning process.

Last, the problem faced on the student's reading motivation. The students should have high reading motivation in teaching reading, but most of the students did not pay attention to the teacher when the reading teaching learning process was running and most of the students did not want to complete the task when the teacher asked them to read text and answer the question. It can be concluded that, most of the students have low reading motivation in the reading teaching learning process. Because of that, Numbered Heads Together technique was conducted in order to solve those problems.

### **C. Limitation of the Problem**

Based on the identification of the problem, this research has four variables, they are: Numbered Heads Together, Question Answer Relationship, reading motivation and reading comprehension. In this study, the use of Numbered Heads Together technique, Question Answer Relationship technique and reading motivation are believed to be focused. So, this research was limited on the effect of using Numbered Heads Together technique and reading motivation on students' reading comprehension of descriptive and narrative text at second grade students of SMPN 7 Muaro Jambi.

#### **D. Formulation of the Problem**

The problem of this research was formulated in the following question:

1. Do the students who are taught by Numbered Heads Together technique get better result on reading comprehension of descriptive and narrative text than those who are taught by Question Answer Relationship technique?
2. Do the students who have high reading motivation who are taught by Numbered Heads Together technique get better result on reading comprehension of descriptive and narrative text than those who are taught by Question Answer Relationship technique?
3. Do the students who have low reading motivation who are taught by Numbered Heads Together technique get better result on reading comprehension of descriptive and narrative text than those who are taught by Question Answer Relationship technique?
4. Is there interaction between both techniques and reading motivation toward reading comprehension of descriptive and narrative text?

#### **E. The Purpose of the Research**

The purposes of this research are:

1. To find out whether the students who are taught by Numbered Heads Together technique get better reading comprehension of

descriptive and narrative text than those who are taught by Question and Answer Relationship technique.

2. To find out whether the students who have high reading motivation who are taught by Numbered Heads Together technique get better reading comprehension in descriptive and narrative text than those who are taught by Question and Answer Relationship technique.
3. To find out whether the students who have low reading motivation who are taught by Numbered Heads Together technique get better reading comprehension in descriptive and narrative text than those who are taught by Question and Answer Relationship technique.
4. To find out whether there is interaction between both models and reading motivation toward reading comprehension in descriptive and narrative text.

#### **F. Significance of the Research**

Theoretically, this research gives contribution to the theories of teaching reading. Besides that, this research can be useful for further research.

Practically, this research can give information for teacher to improve the way they teach reading. Next, this research can enlarge the researcher knowledge. In addition, it is to make the headmaster of school aware the facilitation which the teachers need in teaching especially reading.

## **G. Definition of the Key Terms**

1. Numbered Heads Together technique is one of techniques of cooperative learning approach in which the students divided into several groups and each of students is given a number, trains the students give their contribution in their groups, and they have to make all the members understand about the material which given by teacher.
2. Reading comprehension of descriptive text is the understanding of readers toward whole of passage or text to catch all information about the description of a particular thing who given by writer, and reading comprehension of narrative text is an active thinking process to construct meaning and understanding an event of a story.
3. Reading motivation is conditions of the students which push them to change their behaviors to increase their achievement in reading.
4. Question Answer Relationship technique is a technique which help the reader comprehend the core of information, and this technique is only used by the teacher in teaching reading during teaching learning process happened (conventional technique).



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research findings and discussion, it can be concluded that:

1. Numbered Heads Together can give better result on students' reading comprehension of descriptive and narrative then Question Answer Relationship. It can be seen from the average score of experimental and control class. The students' average score of experiment class who were taught by Numbered Heads Together was higher than students' average score who were taught by Question Answer Relationship.
2. Next, from the data analysis and discussion in the second hypothesis it can be concluded that, the students with higher reading motivation who were though through Numbered Heads Together get better result on reading comprehension in descriptive and narrative text than those who were taught by Question Answer Relationship. It can be seen from the result of second hypothesis which the average score of the students that have high reading motivation who were taught by Numbered Heads Together was higher than the average score of the students that have high reading motivation who were taught by Question Answer Relationship.
3. Then, from the data analysis and discussion in the third hypothesis it can be concluded that, the students with lower reading motivation who were though through Number Heads Together get better result

on reading comprehension in descriptive and narrative than those who were taught by Question Answer Relationship. It can be seen from the result of third hypothesis which the average score of the students that have low reading motivation who were taught by Numbered Heads Together was higher than the average score of the students who have low reading motivation who were taught by Question Answer Relationship.

4. Last, from the data analysis and discussion in the fourth hypothesis it can be concluded that, there was no interaction between both techniques and reading motivation on students' reading comprehension of descriptive and narrative. Briefly,  $H_0$  in the first, second, and third hypothesis were rejected and in the fourth hypothesis  $H_0$  was accepted.

## **B. Implication**

Based on the results of the research, this research has some implication for the teacher in teaching English especially teaching reading. Teaching reading through Numbered Heads Together gives more positive effect to improve students' reading comprehension than Question Answer Relationship that usually used by the teacher.

In Numbered Heads Together activity, the centre of learning was the students and the teacher was only as a facilitator. It was proved that students oriented are more effective than teacher oriented. By using this technique, the teacher can be more creative in updating the learning in

order to produce a better result in English learning achievement especially reading comprehension. Besides that, this technique can make the teaching and learning process more fun and enjoyable like a game because most of the students in the junior high school like to play a game. Based on those reasons, it can be an example for the English teachers to use this technique in teaching and learning process in order to create fun and enjoyable learning.

The role of Numbered Heads Together in teaching reading is to give the opportunity to the students to share and discuss their ideas to get one correct idea in their group, train the students' accountability, facilitate them to feeling and emotion and also it makes the students are not afraid, shy, and more hold accountability in answering reading text. Furthermore, the English teachers have to be creative in choosing appropriate technique in order to improve students' English skills especially reading comprehension.

### **C. Suggestions**

Based on the findings and conclusions above, it can be taken some suggestions as follows:

1. Based on the research findings of this research, Numbered Heads Together was the effective way to improve students' reading comprehension of descriptive and narrative text at the second grade of SMPN 7 Muaro Jambi. Therefore, it is suggested that English teachers

at SMPN 7 Muaro Jambi apply Numbered Heads Together as a variation of teaching reading comprehension.

2. It is suggested that to the English teacher to use this technique because it gives benefit for the students, the students can practice their reading comprehension more with their friend so that their reading motivation in reading will increase.
3. It is also suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Besides that, they also suggested to conduct the same research for other skill and other kind of text.

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