

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

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**Abstrak:** Artikel ini ditulis untuk mengetahui pengaruh penggunaan dari *Numbered Heads Together* dan motivasi membaca terhadap pemahaman membaca siswa dalam teks deskriptif dan naratif. Penelitian ini merupakan jenis penelitian eksperimen dengan menggunakan rancangan factorial 2x2. Hasil dari penelitian ini menunjukkan bahwa (1) siswa yang diajarkan dengan teknik *Numbered Heads Together* mempunyai pemahaman membaca yang lebih baik dalam teks deskriptif dan naratif dibandingkan siswa yang diajarkan dengan teknik *Question Answer Relationship*, (2) siswa dengan motivasi membaca yang tinggi yang diajarkan dengan teknik *Numbered Heads Together* mempunyai pemahaman membaca yang lebih baik dalam teks deskriptif dan naratif dibandingkan dengan yang diajarkan dengan teknik *Question Answer Relationship*, (3) siswa dengan motivasi membaca yang rendah yang diajarkan dengan teknik *Numbered Heads Together* mempunyai pemahaman membaca yang lebih baik dalam teks deskriptif dan naratif dibandingkan dengan yang diajarkan dengan teknik *Question Answer Relationship*, (4) tidak terdapat interaksi antara kedua teknik dan motivasi membaca siswa terhadap pemahaman membaca siswa dalam teks deskriptif dan naratif.

**Keywords :** *numbered heads together, reading motivation, students' reading comprehension, descriptive, narrative text*

## **Introduction**

Reading is one of the 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, the 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 lives. 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 needed by the students.

Reading comprehension is a process of readers understanding toward reading text to get some information. As stated by Feng (2000) reading comprehension is a process of negotiating understanding between the reader and the writer. In

reading comprehension, there are psychological process, and linguistics factors, such as phonological, morphological, syntactic, semantics and pragmatics element. In short reading comprehension is an effort of the reader to get ideas in written text by analyzing psychological process and linguistics factors.

In reading comprehension, the reader needs creative thinking in order to get the ideas or some information in reading text. Grellet (1998) states “reading comprehension is the understanding a written text to extract the required information from it as efficiently as possible”. Grellet also says that the importance of obtaining required information in reading comprehension refers to an active mental process. It means that when a reader reads a reading text he actively goes to comprehend what the message of the text by predicting, evaluating, and organizing. The more complex explanation about the definition of reading comprehension is given by Murcia (2001) in which she explains that comprehending reading matters involves the correct association of meaning with word, symbols, the evaluating of meanings which are suggested in context, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas and their use in some present or future activity. It means that reading comprehension is not read a text or word only but also read symbols and context in written text.

Briefly, reading comprehension is a process of understanding of the reader to catch all of information in a text. Reading comprehension is also a process of analyzing and evaluating

of the writer’s opinion in written text to get some ideas.

Based on the syllabus of SMP, in reading comprehension the students should comprehend some aspects, such as general information, specific information and recognizing word meaning. By comprehending them, the students will easily comprehend all of the content of the text.

Based on the curriculum of SMP in the second semester, the student should comprehend some of type of text, such as: descriptive and narrative. A descriptive text is designed to describe about the characteristics of an object. According to Kane (2000), “description is about sensory experience how something looks, sounds, and tastes. Mostly it is about visual experience, but description also deals with other kinds of perception”. It is supported by Gerot and Wignell (1994) he states that descriptive text is a kind of text with a purpose to give information.

Besides that, narrative text is one of types of text which should be taught in the junior high school also. According to Derewienka (1990), the basic purpose of narrative is to entertain, to gain and hold the readers’ interest in a story. It is supported by Irigiliati et. al (2009) they state that narrative is to describe an event intended to amuse or entertain people. The more complex explanation about narrative text is given by Gerot and Wignell (1994) they state that, social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways, narratives deal with problematic event which lead to a crisis or turning point of some kinds which in

turn finds a resolution. It can be concluded that narrative text is to entertain, stimulate emotions, motivate, and teach.

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 of descriptive and narrative text. In the teaching reading comprehension the teacher only used Question Answer Relationship technique.

In applying Question Answer Relationship technique, the teacher usually gives the students a text, explains types of question, gives 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 is 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. Jamestown (2006) states "reading motivation is an effort to create certain conditions in order someone want and willing to read and gain the meaning from the text". It means that, the students who have reading motivation will want and willing to read and they will try to gain the meaning from the text that they read.

Reading motivation will create reading interest. According to Gutrhie et. al (2006) interest in reading is a motivational construct that has been described as a personal investment. It means that, the

students who have reading motivation will be interested in reading.

Based on the observation most of the students did not pay attention to the teacher in teaching reading. In addition when the teachers asked the student to read texts and answer the question related to the texts, most of them did not accomplish the task.

Based on the observation above, there are some problems which can be identified. First, the problem comes from students reading comprehension. In reading comprehension, most of the students got difficulties in comprehending a text.

Next the problem comes from 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 comes from 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 had low reading motivation in the reading teaching learning process.

These problems could be solved by using cooperative learning approach. According to Savage and Armstrong (1996) 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 to participate give 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. Based on those explanations, 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.

## **METHOD**

This study is an experimental study. According to Ary and Jacobs (2002) an experiment study is a specific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). In this experimental study, there are two groups, they are: control group and experiment group, and they were given different treatment in doing the research.

The experimental group was given new treatment that was Numbered Heads Together technique in reading teaching learning process and the control group was given common technique (Question Answer Relationship technique) that used by English teacher. This research also had moderate variable that is reading motivation. So, this research determined the effect of both techniques on dependent variable namely reading comprehension while reading motivation as moderator variable. Sugiyono (2011) states that factorial design is a kind of experimental research which use moderate variable who believe that variable influence dependent variable. So, this research used factorial 2x2 design.

The population in this study was all of second grade students of SMPN 7 Muaro Jambi. The second grade of SMPN 7 Muaro Jambi consisted of seven classes. Total

numbers of the population were 164 students.

Two classes were taken to be sample of the research. These classes were chosen based on the result of the students' reading scores from all classes at second grades of SMPN 7 Muaro Jambi. According to Salkind (1991) cluster is groups that appear to gather in which units of individual are selected rather than individual themselves. Then, cluster random sampling was used to chose experiment and control class.

Both of classes were given reading motivation test and reading comprehension test. Questionnaire was used to measure students' reading motivation. Questionnaire was made based on three indicators which proposed by Wigfield and Guthrie (1997), they are: the work on self-efficacy, Intrinsic and extrinsic reading motivation, and social motivation for reading.

Then, reading comprehension test was developed by three indicators which proposed by King and Stanley (2004), they are: general information, specific information, and recognizing word meaning.

Based on the result of those test, the hypothesis of the research were analyzed. Hypothesis 1, 2, and 3 were analyzed by using t- test and for 4<sup>th</sup> hypotheses was analyzed by using ANOVA two ways.

### Finding and Discussion

Findings of the research based on the statistical analysis of post- test are:

1. Reading comprehension of descriptive and narrative text of students who are taught by Numbered Heads Together

technique is better than the students' reading comprehension of descriptive and narrative text who are taught by Question Answer Relationship technique

$t_{\text{observed}}$	$t_{\text{table}}$
4.395	1.69

Based on the table above, it can be seen that  $t_{\text{observed}} > t_{\text{table}}$ . It means that,  $H_0$  is rejected.

2. 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

$t_{\text{observed}}$	$t_{\text{table}}$
2.81	1.73

Based on the table above it can be concluded that  $H_0$  is rejected because  $t_{\text{observed}} > t_{\text{table}}$ .

3. 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.

$t_{\text{observed}}$	$t_{\text{table}}$
3.24	1.73

From the table above, it can be seen that  $t_{\text{observed}} > t_{\text{table}}$ . It means that,  $H_0$  was rejected.

4. There is no interaction between both techniques of teaching and students' reading motivation toward students' reading comprehension of descriptive and narrative text

$F_{\text{observed}}$	$F_{\text{table}}$
0.35	4.10

From the result of ANOVA two ways above, it can be conclude that there is no interaction between both techniques and reading motivation on students' reading comprehension of descriptive and narrative text because  $F_{\text{observed}} < F_{\text{table}}$ .

**1. Numbered Head Together is better than Question Answer Relationship to students' reading comprehension of descriptive and narrative**

The mean score of experimental class which taught by Numbered Head Together is higher than control class which taught by Question Answer Relationship. It means that, Numbered Heads Together can improve students' reading comprehension of descriptive and narrative text. It also can be seen from the result of first hypothesis which explain that  $t_{\text{observed}} > t_{\text{table}}$ . Briefly, Numbered Heads Together gives significant effect toward students' reading comprehension.

Numbered Heads Together gives more opportunity for the students to share their idea in their group to answer the question of reading. The students are trained to share their ideas, discuss it to take one the best idea in their group and make sure for each members each of groups know the answer. As stated by Kagan and Kagan (2007) Numbered Heads Together is a technique that trains the students share information, listens the process of the discussion and the result of discussion. In contrast, students in control class that is taught by Question Answer Relationship are not able to share their ideas and

take one correct idea so that they get difficulties in answering the reading text. It is due to the teacher only asked the students to answer a question of reading text and the students which chosen by the teacher answer the question. This technique makes the students bored, and frustrated in learning reading comprehension.

From the discussion above, it can be concluded that students who are taught by Numbered Heads Together has better reading comprehension of descriptive and narrative text than those who are taught by using Question Answer Relationship.

**2. The students with higher 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.**

Based on the hypothesis two, students' with higher reading motivation who are taught by Numbered Heads Together has higher score than students' with higher reading motivation who are taught by Question Answer Relationship.

The mean reading score of the students who have high reading motivation in the experimental class is 67.18 while the mean reading score of the students who have high reading motivation in the control class is 49.12. It is influenced by some aspects, they are: first, the experimental class who are taught by Numbered Heads Together get more opportunities to share their ideas and discuss the reading material in their group. They also

train accountability toward their group in answering the question of reading text. It is different by the control class. Students in the control class do not get the chance to develop and share their ideas with their group. In that class, the learning process is teacher oriented. So, Numbered Heads Together can give significant effect for the students who have high reading motivation toward reading comprehension result than Question Answer Relationship.

The students with higher reading motivation have much pay attention on the text that given by the teacher. They tend to be active in class and have reading interest than the students who have low reading motivation. As stated by Prayitno (1989: 33) that the students which have high reading motivation not easy being to be satisfied with the reading result, wanting to get feedback and assessment on task. It means that, the students who have high reading motivation will hard work to get good reading result.

From the discussion above, it can be concluded that students with higher reading motivation who are taught by Numbered Heads Together have better reading comprehension than those who are taught by Question Answer Relationship.

### **3. Students with lower reading motivation who are taught by Numbered Heads Together have better reading comprehension of descriptive and narrative text than those who were taught by Question Answer Relationship**

Based on the result of third hypothesis, the students with lower reading motivation who are

taught by Numbered Heads Together have better reading comprehension than the students with lower reading motivation who are taught by Question Answer Relationship.

The mean score of the lower students' reading motivation in experimental class is 62.60 and control class is 39.99. This result is influenced of some aspects. First, the students in experimental class who are taught by Numbered Heads Together get opportunity to share and discuss their ideas. They also have to accountable with their answer of the question of reading text. The interaction between students can avoid their anxious to share their ideas, although they have low reading motivation. As stated by Kagan and Kagan (2007) that Numbered Heads together makes the students more productive in teaching learning activity. It different with the students in the control class, the students in the control class do not get opportunity to share and discuss their ideas to get a correct idea. So from those reasons, it can create boring situation in the learning activity in the control class, because the learning is dominated by the teacher.

However, the result of students' reading comprehension who have low reading motivation is not better than the students who have high reading motivation in experiment class and also the result of the students' reading comprehension who have low reading motivation is not better than the students who have high reading motivation in control class. As stated by Prayitno (1989) that the students which

have low reading motivation do not get better result in reading than the students who have high reading motivation. It means that the students which have low of reading motivation are not interested in reading teaching learning activity. It makes them tend to be passive in class. Besides that, they are afraid, lazy, and uncomfortable in finding the answer of the question of reading text. These are the reasons why the students with lower reading comprehension have lower reading comprehension than those who have high reading motivation.

From the discussion above, it can be concluded that students with lower reading motivation who are taught by Numbered Heads Together have better reading comprehension than who are taught by Question Answer Relationship.

**4. There is no interaction between both techniques and reading motivation on students' reading comprehension of descriptive and narrative text**

The fourth hypothesis of this research shows that the result of  $F_{\text{observed}}$  was smaller than  $F_{\text{table}}$ . It means that  $H_0$  is accepted or there is no interaction between both techniques and students' reading motivation on students' reading comprehension of descriptive and narrative text. As stated by Kagan and Kagan (2009) Comprehension questions can be posed to groups, students can work together to find the answers and Numbered Heads Together is one of cooperative learning which appropriate in the teaching reading comprehension.

He adds students love game and teamwork and numbered heads together is a technique which combine game and team work. So, it can be said that this technique can be used in teaching reading without considering the prerequisite of students' reading comprehension. In this case, it shows that reading motivation is not one of the variables that influence students' reading comprehension.

### 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 than 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 which have high reading motivation who were taught through Numbered Heads Together get better result on reading comprehension in descriptive and narrative text than 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 which have low reading motivation who were taught through Number Heads Together get better result on reading comprehension in descriptive and narrative than 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.

### Suggestions

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

1. 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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