THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER (NHT) IN TEACHING READING VIEWED FROM STUDENTS’ MOTIVATION
(An Experimental Study to the Seventh Grade Students of Madrasah Tsanawiyah Negeri Bagor – Nganjuk in the Academic Year of 2012/2013)

A THESIS

By:
RONA MERITA
NIM S891108092

Submitted to the Faculty of Teacher Training and Education of Sebelas Maret University to Fulfill One of the Requirements for Getting the Graduate Degree in English Education

GRADUATE SCHOOL OF ENGLISH EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION SEBELAS MARET UNIVERSITY SURAKARTA 2016
APPROVAL

THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER (NHT) IN TEACHING READING VIEWED FROM STUDENTS' MOTIVATION
(An Experimental Study to the Seventh Grade Students of Madrasah Tsanawiyah Negeri Bagor – Nganjuk in the Academic Year of 2012/2013)

This thesis has been approved by the Consultants of English Education Department Graduate School of Sebelas Maret University Surakarta, February 2016.

Consultant I
Dr. Srioko, M.A.
NIP. 19510912 198003 1 002

Consultant II
Prof. Dr. Joko Nurkamto, M.Pd
NIP. 19610124 198702 1 001

Approved By
The Head of English Education Department of Graduate School of Sebelas Maret University

Dr. Ngadiso, M.Pd.
NIP. 19621231 198803 1 009
LEGALITATION

THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER (NHT) IN TEACHING READING VIEWED FROM STUDENTS’ MOTIVATION
(An Experimental Study to the Seventh Grade Students of Madrasah Tsanawiyah Negeri Bagor – Nganjuk in the Academic Year of 2012/2013)

By:
RONA MERITA
S891108092

This Thesis has been Approved by the Board of Thesis Examiners of English Department of Graduate Program Teacher Training and Education Faculty of Sebelas Maret University on June, 2016.

Board of Examiners

Chairman
Dr. Ngadiso, M. Pd.
NIP. 19621231 198803 1009

Secretary
Dr. Abdul Asih, M. Pd.
NIP. 19520307 198003 1005

Members
1. Dr. Sujoko, M.A
NIP. 19510912 198003 1002

2. Prof. Dr. Joko Nurkamto, M.Pd
NIP. 19610124 198702 1001

Signatures

Legalized by

The Dean of Teacher Training and Education Faculty of Sebelas Maret University,

The Head of English Education Department of Graduate Program of Teacher Training and Education Faculty of Sebelas Maret University,

Prof. Dr. Joko Nurkamto, M. Pd.
NIP. 19610124-198702 1001

Dr. Ngadiso, M. Pd.
NIP. 19621231 198803 1009
PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER (NHT) IN TEACHING READING VIEWED FROM STUDENTS’ MOTIVATION, (An Experimental Study to the Seventh Grade Students of Madrasah Tsanawiyah Negeri Bagor – Nganjuk in the Academic Year of 2012/2013)”.

It is not plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, June 2016

RONA MERITA
ABSTRACT

Rona Merita. S891108092. The Effectiveness of Numbered Heads Together to Teach Reading Viewed from Students’ Motivation (An Experimental Study to the Seventh Grade Students of Madrasah Tsanawiyah Negeri Bagor - Nganjuk in the Academic Year of 2012/2013). The first Consultant: Dr. Sujoko, M. A; The second Consultant: Prof. Dr. Joko Nurkamto, M.Pd. Thesis. Surakarta. English Education Department, Graduate School of Sebelas Maret University, Surakarta. 2016.

The aim of this research is to find out whether: (1) Numbered Heads Together is more effective than Direct Instruction method to teach reading to the seventh grade students of Madrasah Tsanawiyah Negeri Bagor, Nganjuk in the academic year of 2012/2013; (2) the students having high motivation have better reading skill than those having low motivation; and (3) there is an interaction between teaching methods and motivation in teaching reading to the seventh grade students of Madrasah Tsanawiyah Negeri Bagor, Nganjuk in the academic year of 2012/2013.

The research method was an experimental study. The research was conducted in Madrasah Tsanawiyah Negeri Bagor, Nganjuk. The population was the seventh grade students of Madrasah Tsanawiyah Negeri Bagor, Nganjuk in the academic year of 2012/2013. The researcher used cluster random sampling to get the sample. There were two classes used as sample. One class consisted of 24 students who were experimental class taught by Numbered Heads Together and the other 24 students were as control class taught by Direct Instruction method. The instruments of collecting data are reading test and questionnaire. The data were analyzed by using multifactor analysis of variance 2x2. Then, it was analyzed by using Tucyek test.

The research findings show that: (1) Numbered Heads Together is more effective than Direct Instruction method in teaching reading; (2) The students having high motivation have better reading skill than the students having low selfmotivation; and (3) There is an interaction between teaching methods and students’ motivation for teaching reading. It means the effect of teaching methods on the students’ reading skill depends on the students’ motivation.

Based on the research findings, in general it can be concluded that Numbered Heads Together is an effective method to teach reading. Therefore, the teacher is suggested to apply Numbered Heads Together for teaching reading.

Key words: Experimental Study, Reading Skill, Numbered Heads Together, Direct Instruction method, Motivation.
MOTTO

“Alloh is everything”.

vi
DEDICATION

This thesis is dedicated to:

➤ My beloved parents, Bapak Sujono and Ibu Nuryati
➤ My lovely husband, Atour Rohman Syahroni
➤ My beautiful daughters, Ratnadewati Adelia Syahroni and Roroayu Kinanthy Syahroni
➤ The big family of Madrasah Tsanawiyah Negeri Bagor, Nganjuk
All praise be to God, Allah SWT, the Most Almighty and Most Merciful who has given the writer unremarkable blessings. Without those, it is impossible for the writer to finish this thesis. Sholawat and salam will always be given to the beloved holy prophet Muhammad SAW.

The writer realizes that it would be unable to work by herself. Then, she wishes to express deepest gratitude and appreciations to:

1. The Director of Graduate School of Sebelas Maret University for the permission to write the thesis.
2. The writer would like to express deepest gratitude and sincerely thank to Dr. Sujoko, M.A as the first consultant and Prof. Dr. Joko Nuramto, M.Pd as a second consultant who have given their valuable advice, guidance, correction every part of this thesis, and suggestion for the completion of this thesis.
3. The Principal of Madrasah Tsanawiyah Negeri Bagor, Drs. H. M. Fauzi, M.A who has given permission to conduct the research.
4. All of the students of the seventh grade of Madrasah Tsanawiyah Negeri Bagor, Nganjuk in the academic year of 2012/2013.
5. Her beloved family for their caring, praying, and love; her beloved brother for their support; and her beloved special one who gives sacrifice, love, and support her.
6. All her classmates in B class and her sweetest boarding housemates who have given their support.

Finally, the writer realizes that this thesis is still far from being perfect. Therefore, the writer accepts the correction and suggestion to improve the quality of this thesis.

Surakarta, June 2016

RONA MERITA
TABLE OF CONTENT

PAGE OF TITLE................................................................. i
APPROVAL........................................................................... ii
LEGALIZATION FROM THE BOARD EXAMINERS................. iii
PRONOUNCEMENT................................................................ iv
ABSTRACT............................................................................. v
MOTTO................................................................................ vi
DEDICATION.......................................................................... vii
ACKNOWLEDGEMENT.......................................................... viii
TABLE OF CONTENT........................................................... ix
LIST OF FIGURES................................................................... xiii
LIST OF TABLE....................................................................... xiv
APPENDICES........................................................................... xv

CHAPTER I INTRODUCTION

A. Background of Study............................................................... 1
B. Problem identification.............................................................. 6
C. Problem Limitation................................................................. 7
D. Problem Statement................................................................. 7
E. The Objectives of the study....................................................... 8
F. The benefit of study................................................................. 8

CHAPTER II. REVIEW OF RELATED LITERATURE

A. Theoretical Review................................................................. 10
  1. Reading............................................................................... 10
     a. Definition of Reading....................................................... 10
     b. Components of Reading................................................ 12
c. Levels of Comprehension................................................................. 16

d. Purposes of Reading................................................................. 19

e. Reading Strategies..................................................................... 21

2. Method of Teaching Reading.................................................... 25

a. Numbered Heads Together (NHT) Method ......................... 26

1. Introduction ........................................................................... 26

2. Approach................................................................................. 29

   a. Theory of Language ......................................................... 29

   b. Theory of Learning ......................................................... 31

3. Design ................................................................................... 32

   a. Objectives ......................................................................... 32

   b. Learner Roles ................................................................... 34

   c. Teacher Roles ................................................................... 34

4. Procedure ................................................................................ 35

5. Advantages and Disadvantages ............................................. 37

   a. Advantages ....................................................................... 37

   b. Disadvantages ................................................................... 38

b. Direct Instruction Method ...................................................... 39

1. Introduction............................................................................ 39

2. Approach................................................................................. 40

   a. Theory of Language ......................................................... 40

   b. Theory of Learning ......................................................... 41

3. Design ................................................................................... 46

   a. Objectives ......................................................................... 46

   b. Learner Roles ................................................................... 47

   c. Teacher Roles ................................................................... 48

4. Procedure ................................................................................ 49

5. Advantages and Disadvantages ............................................. 52
a. Advantages ................................................................. 52
b. Disadvantages ............................................................... 53

3. Learning Motivation.......................................................... 54
   a. The Nature of learning motivation................................. 54
   b. Kinds of Motivation ...................................................... 55
   c. Aspects of Motivation .................................................... 61
   d. The role of Motivation in Teaching and learning Activity .... 64
   e. Learning Motivation in Foreign Language Education....... 68

B. Review of Related Researches.............................................. 76
C. Rationale .............................................................................. 83
   1. The difference between cooperative learning using NHT and DIM . 83
   2. The difference between students with high learning motivation and
      Low learning motivation......................................................... 84
   3. Interaction between method of teaching and students learning
      motivation ............................................................................ 85

D. Hypothesis........................................................................... 86

CHAPTER III RESEARCH METHODOLOGY
   A. The Place and Time of The Study......................................... 88
   B. Research Design.................................................................. 88
   C. Population, Sample, and Sampling....................................... 90
   D. Technique of collecting data............................................ 93
   E. Technique of analyzing data............................................. 97
   F. Statistical Hypothesis......................................................... 102

CHAPTER IV THE RESULT OF STUDY
   A. The Description of data.................................................... 104
   B. Normality and Homogeneity Test....................................... 113
# LIST OF FIGURES

| Figure 4.1. | Histogram and Polygon of Data A₁ | 106 |
| Figure 4.2. | Histogram and Polygon of Data A₂ | 107 |
| Figure 4.3. | Histogram and Polygon of Data B₁ | 108 |
| Figure 4.4. | Histogram and Polygon of Data B₂ | 109 |
| Figure 4.5. | Histogram and Polygon of Data A₁B₁ | 110 |
| Figure 4.6. | Histogram and Polygon of Data A₂B₁ | 111 |
| Figure 4.7. | Histogram and Polygon of Data A₁B₂ | 112 |
| Figure 4.8. | Histogram and Polygon of Data A₂B₂ | 113 |
### LIST OF TABLE

Table 3.1. Time of the Research ................................................................. 88  
Table 3.2. Research design............................................................................. 90  
Table 3.3. Design For ANOVA....................................................................... 97  
Table 3.4. Design For Summarizing ANOVA.............................................. 98  
Table 4.3. Frequency Distribution of Data A_1 ............................................ 105  
Table 4.4. Frequency Distribution of Data A_2............................................ 107  
Table 4.5. Frequency Distribution of Data B_1 ............................................ 108  
Table 4.6. Frequency Distribution of Data B_2 ............................................ 109  
Table 4.7. Frequency Distribution of Data A_1B_1 ........................................ 110  
Table 4.8. Frequency Distribution of Data A_2B_1 ........................................ 111  
Table 4.9. Frequency Distribution of Data A_1B_2 ........................................ 112  
Table 4.10. Frequency Distribution of Data A_2B_2 ....................................... 113  
Table 4.11. Normality Test .......................................................................... 116  
Table 4.12. Homogeneity Test ...................................................................... 117  
Table 4.13. 2 x 2 Multifactor Analysis of Variance ..................................... 118  
Table 4.14. Summary of a 2x2 Multifactor Analysis of Variance............... 118  
Table 4.15. Tukey Test .................................................................................. 120
LIST OF APPENDICES

Appendix 1. Lesson Plan of Experimental Class ........................................... 137
Appendix 2. Lesson Plan of Control Class ...................................................... 176
Appendix 3. Blue Print of Reading Test (Before Tryout) .............................. 211
Appendix 4. Instrument of Reading Test ....................................................... 212
Appendix 5. The Validity of Reading Test .................................................... 221
Appendix 6. The Reliability of Reading Test ............................................... 227
Appendix 7. Blue Print of Reading Test of Valid and Reliable items .......... 232
Appendix 8. Instrument of Reading Test of Valid and Reliable items ...... 233
Appendix 9. Blue Print of Motivation Questionnaire (Before Tryout) ..... 240
Appendix 10. Instrument of Motivation Questionnaire ............................... 241
Appendix 11. The Validity of Motivation .................................................... 248
Appendix 12. The Reliability of Motivation ............................................... 265
Appendix 13. Blue Print of Motivation of Valid and Reliable items .......... 280
Appendix 14. Instrument of Motivation Questionnaire (After Tryout) ..... 281
Appendix 15. The Score of Students’ Reading Test ................................. 286
Appendix 16. The Score of Students’ Motivation Questionnaire .......... 287
Appendix 17. Descriptive Analysis of the Data .......................................... 288
Appendix 18. Normality ........................................................................... 290
Appendix 19. Data Homogeneity ................................................................. 297
Appendix 20. Multifactor Analysis of Variance ........................................ 298
Appendix 21. Tuckey Test ........................................................................ 301