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CHAPTER V

CONCLUSIONS, IMPLICATION AND RECOMMENDECTIONS

V.1 Conclusion

Based on the research questions and hypothesis of the research, the findings of the research can be concluded into some points as follows:

- a. There is a significant effect of teaching reading by using Number Head Together technique of students reading comprehension at SMAN 1 Kampar Utara. It can be concluded that there is an improvement of students reading comprehension in the Experimental Group 1. In other words, Number Head Together technique gives effects to improve the students' reading comprehension.
- b. There is a significant effect of using Pairs Check technique of students reading comprehension at SMAN 1 Kampar Utara. It can be concluded that there is an improvement of students reading comprehension in the Experimental Group 2. In other words, Pairs Check technique gives effects to improve the students' reading comprehension.
- c. There is a significant different effect between using Number Head Together technique and Pairs Check technique of students reading comprehension at SMAN 1 Kampar Utara. It can be concluded that there is a significant different effect of students reading comprehension between those two techniques.

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At last, it can be concluded that both Number Head Together technique and Pairs Check technique give the effect on the students' reading comprehension. Both technique of Number Head Together technique and Pairs Check technique can be chosen to apply in teaching reading comprehension. Based on the percentage improvement, Number Head Together technique (96%) is higher than the percentage of Pairs check technique (92%) as well as the mean score of Number Head Together technique (81,67) is higher than the mean score of Pairs check technique (75,82).

Based on all of research findings mentioned above, it can be drawn one conclusion that Number Head Together give more effect than Pairs Check technique to the students' reading comprehension at SMAN 1 Kampar Utara in academic year 2017-2018.

V.2 Implication

In teaching and learning process, the teachers should find the suitable approach, method, technique and strategy to teach their students in order to give effective learning, especially for reading (Crawford, 2007). Reading is a basic life skill. It is a foundation for students to success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success will be lost. In this research, Number head Together and Pairs Check technique are compared toward students' reading comprehension. Both techniques are suitable to carry out in teaching reading comprehension.

- Using Pairs Check Technique in teaching reading comprehension encourages the students to cooperate in pairs so that they have self-confidence to finish the worksheet because the student can share with his or

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her partner. After that, they can enjoy their learning process because they can work together to check their friends' worksheet.

In short, Number Head Together and Pairs Check can guide the students to read with higher order questions and discussion of responses to questions. Then provide a culminating activity that allows students to review their understandings of the text and to apply them. It also gives students a concrete purpose for reading. At last, as the reflection of these both strategies, teachers will notice that comprehension improves quickly when students focus on finding answers to comprehension level questions instead of just reading aloud. The students enjoy the discussion of their answers because there is usually more than one correct answer or more than one opinion about the concrete answer.

On the other hand, Number Head Together and Pairs Check can guide the students to comprehend the text. These strategies emphasize the information of each paragraph that requires them to deepen their understanding about the paragraph, and to enlarge students' knowledge and experiences.

Based on the research finding Number Head Together technique contributes effect than Pairs Check technique to the reading comprehension of students. It means that both strategies can be applied in teaching reading text.

V.3 Recommendations

The research findings of this study could be regarded as a valuable contribution to enrich literature review on the success of proving the comparison

of Number Head Together and Pair Check technique toward the students' reading comprehension at SMAN 1 Kampar Utara. The research findings have found out that these two techniques are effective to improve students' reading comprehension.

It means that both Number Head Together and Pair Check technique are suitable technique to be implemented in teaching reading texts. Despite the research findings show significant improvement on students' reading comprehension of both Number Head Together and Pair Check technique, and there are still gaps which could be filled with new and further researches.

The researcher would like to recommend for the future research of comparison teaching technique of both Number Head Together and Pair Check technique on the students' reading comprehension as follows: the first recommendation is to continue the research to more teachers and students of various schools in Riau Province especially to teachers and students at junior and senior high school levels. In this research, the number of students involved was only 71 participants of SMAN 1 Kampar Utara.

Another aspect which is also related to sample or participant is focused on students, teachers, instructors as well as the educational context concerned. Even though, the need to improve learning is more emphasized on English learners, the person in charge of the class namely the teachers should be able to conduct the Number Head Together and Pair Check technique in teaching reading comprehension.

The researcher also recommends to the ministry of education of Riau

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- province in order to administer a teacher training program of, in twelve regencies, one administrative town and a capital city of Riau province to apply the Number Head Together and Pair Check technique in teaching reading comprehension. This is due to implement the law of the Indonesian education system, number 20, year 2003, chapter IV, verses 1 and 10 dealing with the right and authority both central and local governments to direct, lead and supervise the implementation accorded with rule and regulation. and then, the implementation of Law number 32, year 2004 dealing with local government which claims that the right and authority of local government becomes greater to determine and implement its own education system.

Finally, another focus for future research could be the involvement of research center of tertiary education in Riau province, especially Institute for Research Centre and Community Development of State Islamic University Sultan SyarifKasim Riau for the study of interactive learning and other Research Centers of various universities in Riau province.