CHAPTER V

THE CONCLUSION AND RECOMMENDATION

5.1. Research Conclusion

The main goal of the research was to explore the effects of Think, Pair, and Share strategy and Numbered Heads Together strategy on students reading comprehension ondescriptive text at SMPN 4 Tambang

Based on the four hypotheses of the problem of this study, the last findings of the research is significant difference test mean score of reading comprehension between the group 1 and the group 2. It can be concluded that the improvement of students' reading comprehension in group 2 is higher than the improvement of students' reading comprehension in group 1. At last, it can be concluded that based on the percentage improvement, NHT Strategy (58%) is higher than the percentage of TPS Strategy (32%) as well as the mean score of NHT Strategy (83.36) is higher than the mean score of TPS Strategy (75.68).

5.2. Implications

In teaching and learning process, the teacher should fine the suitable approach, method, technique and strategy to teach his/her students in order to give effective learning, especially for reading (Crowford, 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

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research, TPS strategy and NHT strategy are compared toward students' reading comprehension. Both strategies are suitable to carry out in teaching reading comprehension.

Think, Pair, and Share strategy is one of reading strategies which it has been provided, through many studies to have been able improve students' reading comprehension. Think, Pair, and Share strategy is developed by Kagan (1994), it helps students to think individually about a topic or answer to a question. It teaches students to share ideas with classmates and builds oral communication skills. It helps focus attention and engage students in comprehending the reading material. With Think-Pair-Share students are given time to think through their own answers to the question(s) before the questions are answered by other peers and the discussion moves on. Students also have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning. As a Cooperative Learning strategy, Think-Pair-Share also benefits students in areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school.

This strategy has many advantages in teaching reading and learning. First, think, predict, read, and connect strategy can help to develop critical reading skills. Second, the strategy can encourage the students to be

active readers. Thirds, it can activate the students' prior knowledge. Then, the strategy can monitor students' reading comprehension as they are reading. Finally, the strategy can enhance students' curiosity about particular texts or text types. From the statement above, it is obvious that the Think, Pair, and Share strategy is effective to improve the students' reading comprehension, so it is appropriate to be used by English teachers in teaching reading.

Furthermore, Olsen & Kagan in Yeh, (2004) stated that NHT includes a simple four-step technique that can be utilized repeatedly with a variety of curriculum materials and be applied to almost all subject areas, to every grade level, and to any places in a lesson. NHT technique has several advantages. First, it can improve students' academic achievement and be applied to almost all subject areas. According to Lai (in Yeh, 2004) cooperative learning strategies including NHT technique is helpful in fostering the four language skills, strengthening grammar and vocabulary power, and improving English competence. Second, it can increase students' engagement. Third, it decreases dominance from clever students so that students' equal participation will be apparent. Since students have to answer the questions, all students including the shy or weak ones should participate in reporting the answer. Fourth, it motivates students to learn. NHT can motivate students since the technique has the sense of competition and fun for students. Besides, students will be motivated because they are helped by their teammates. Being motivated, students will participate

actively during the lesson. Fifth, it encourages peer tutoring from smart students who know the answer to other team members who do not. Having to tutor peers and receive peer-tutoring renders the exchange of information much more dynamic than rote memorization and individual textbook work (JALT presentation 2006 in Backwell, 2006).

Based on the research finding, there is a significant difference between uing TPS and NHT strategies on students' reading comprehension. From the result of Eta square, the percentage improvement of TPS strategy is 32% and NHT strategy is 58%. It means that the improvement reading by using TPS strategy is lower than improvement reading using NHT strategy.

5.3. Research Recommendation

Based on the research findings, discussions, and the conclusions of the research results, the researcher proposes some recommendations regarding to use TPS and NHT strategies in teaching reading, especially for descriptive text. The use of TPS and NHT Strategies are highly recommended to be applied in teaching strategies in teaching reading, especially for descriptive text. They are effective and appropriate strategies to make students actively engaged on the reading comprehension especially in descriptive text.

To gain more attention from the students, TPS and NHT strategies are good ways to make students pay longer attention. Teaching reading

comprehension to the students should be continuously developed to build learners capability in reading English text in the modern era. In using TPS and NHT strategies as thestrategies in teaching reading comprehension, the teacher should consider the variety of learners. Each of them may have different interests. So, the teacher should facilitate their capability in combining some learning aid. The teacher also has to pay attention to the time allocation provided for each meeting.   For the teachers who are interested.

For those who are interested in conducting the similar research, they are advised to collect the data from more perspectives to yield a more comprehensive result as well others skills such as listening, reading, and writing. Moreover, TPS and NHT strategies can be implemented in other level of education such as senior high schools, junior high schools or elementary schools.