

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter IV provided the research findings and discussion which obtained from three data collection techniques: test, questionnaire, and classroom observations.

This last chapter reviews two main parts: conclusion and recommendation of the research.

5.2 Conclusion

The study was intended to answer two questions: is Number Heads Together with teacher's scaffolding effective to teach reading comprehension? and what are the students' responses to the implementation of Number Heads Together with teacher's scaffolding in teaching reading comprehension?

The research findings prove that the NHT with teacher's scaffolding was effective to teach reading comprehension and the students showed their positive responses to it. Moreover, the implementation of this method in the research site was beneficial for the students in some aspects. The most significantly, it can be seen from the improvement of the students' tests results. The students' test results improved from the pre-test to the post-test. They learned to comprehend the reading materials in form of the hortatory exposition text which covered six criteria of the students' passing standards (see Section 3.4.2 in detail). It could be beneficial for them when taking the National Examination because the criteria used in this case were the ones which are included in the National Examination questions.

Moreover, in terms of the experience in the classroom activity, the students learned to discuss in group to look for, process, and answer the questions

related to the information provided in the reading materials. Besides, they also learned to actively participated to share what they got and comprehended from the reading materials with their group members to ensure that all of them comprehended the reading materials and could answer the questions given by the teacher in quiz session.

Generally, based on the research findings from the questionnaire and the classroom observations, they prove that the NHT with teacher's scaffolding was beneficial for the students to heighten their confidence in the learning process, increase their attendance in English class and their enthusiasm in studying the materials given by teacher, decrease the annoying behavior in their class, minimize the interpersonal conflict among them, give them deeper understanding about the learning material, improve their character, sensitivity, and tolerance, and improve their learning achievement.

However, there are several limitations found in the research. The first is in discussion session. In the initial meetings, the high achiever supposed to dominate the discussion, while others tended to kept silent or even paid less attention to the reading materials given. Yet this problem might be solved by giving them guidance to divide the reading material into some parts for every members so that each of them are responsible for comprehending their parts and share to other members.

The second is about building knowledge before the students join in the discussion session in their groups. In the initial meetings, the students faced difficulties in building their knowledge related to the reading material topic. This problem might appear since the teacher provided very short time in introducing the topic. This case could be solved by adding more time in assisting the students to more engage to the reading material topic before they discuss in their own groups. Moreover, the third is about the lack of special treatment in control group. It might cause bias in the research. It perhaps bring about opinion that there is possibility for the treated group get benefit from the special treatment.

In conclusion, based on the research findings, the implementation of the method was effective in teaching reading comprehension in which it is beneficial for the students. Besides, pedagogically, it indicates that this result might encourage the teachers in the research site or in the other sites to implement this method as one of the way in increasing students' reading comprehension ability, particularly in senior high school level.

5.3 Recommendations

There are several points to be recommended for the future researchers. First, it is better for the future researcher to add some more participants, the students or even the teachers in the research in order to get more convincing research result. Second, it is recommended for the future researcher to get more comprehensive and valid result by including more tests items, expanding the questionnaire items into some more sections of the implementation of the NHT, and adding some more indicators to be observed. Then, third, it is recommended for the future researchers to elaborate and add some more research questions to be answered in order to find broader scope related to the teaching reading comprehension through the NHT.

Besides, theoretically, the study was expected to add empirical support to existing theories of the reading comprehension and piece of theoretical information for other teachers or the future researchers related to the use of the NHT with teacher's scaffolding in teaching reading comprehension to conduct kind of advance research related to this topic. Then, practically, the results of the study assists to clarify and define more precisely on how the use of the NHT with teacher's scaffolding can help the students improve their reading comprehension. Next, professionally, this study this might encourage the teachers in the research site or in the other sites to implement this method as one of the way in increasing students' reading comprehension ability, particularly in senior high school level.