

CHAPTER V

CONCLUSION

This chapter discusses two main parts, namely conclusion and suggestion for the further study. This part of chapter is related to the effectiveness of Numbered Head Together in improving student's outcomes in subject English reading skill.

5.1 Conclusions

Referring to the findings in the previous chapter, it can be concluded that Numbered Head Together used in the experimental group is more effective than the conventional method used in the control group. The effectiveness was found out by comparing the students' reading scores in experimental group that was taught by the implementing cooperative learning numbered head together to the students' readings scores in control group that was taught by using traditional method (conventional). The result of the calculation showed that, in average, the students' reading score in experimental group (73.63) is higher than the students' reading score in control group (64.50).

Second, regarding to the result of students' responses analysis from questionnaire, the students' responses toward the implementing cooperative learning numbered head together in reading narrative texts was positive. There are four points that can be drawn from the questionnaire result. First, the implementing cooperative learning numbered head together make students more active in the class, Numbered Head Together in the teaching learning process was fun and interesting, gave motivation and enthusiasms to students. Students thought that they got different method in teaching learning process. Numbered Head Together facilitated social

interaction among students. Besides that, their interaction is closely better. In other words, students can help each other by discussion; solve their own problem in comprehending the material.

Based on the findings of the research into teaching learning reading subject for the tenth grade senior high school, it can be stated that the students' achievement in reading comprehension after teaching and learning process shows the increase of student's outcome in reading ability both for class with conventional method and for class in with Number Head Together method. However, the increased achievement of experiment group used Numbered Head Together has been much better than achievement of control group used conventional method.

5.2 Suggestion

Through this study, the implementation of numbered head together is recommended to be used as an alternative teaching. However, there are some suggestions that may be useful for both teacher and researcher.

To the English teachers who are interested in implementing cooperative learning numbered head together as teaching media in their teaching-learning process, it is important to choose the material that is appropriate to the English level of their students' ability. The teacher should pay attention to the vocabularies which occurs in the text. The vocabularies should be familiar and not too difficult for the students. Besides, the text should be used as an alternative way to solve the problems in teaching-learning process in order to reach the goals of learning.

For the next researchers who would like to conduct the research related to the implementation of numbered head together especially in reading narrative texts, this

study may become one reference that provides useful information that may help in doing the research. Furthermore, it is better to find out more theories in order to make a better research; and it is also important to have more allocated time to conduct the research because the more time is allocated in implementing numbered head together, the more skills that the students will acquire.

