

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the research results carried out by the researcher through data collection and data analysis related to “The Implementation of Teaching Reading Comprehension in Recount Text by Using Numbered Heads Together Technique (A Case Study at an Islamic Junior High School in Pati).” So, this research can be concluded as follows:

1. Based on the data that the researcher obtained that the implementation of the Numbered heads together technique in teaching reading comprehension at MTs Matholi'ul Huda Posono Gembong Pati that the English teacher has divided into three stages, including the first stage of preparation, which includes preparing lesson plans, designing teaching materials for students, as well as preparing numbers for students. Secondly, at the implementation stage, the English teacher also carries out several stages following the statement from Spencer Kagan, in which the stages in the implementation of the Numbered heads together technique are 4 stages, including Numbering, Questioning, Heads together (discussion), and answering. Third, the last stage is the evaluation stage, in which the teacher assesses students and group work results. In addition, the English teacher also does several things to develop students' understanding of recount texts, such as the teacher provides opportunities for each group to share ideas and consider the most appropriate answers. The teacher tries to pay attention to students who have a low ability to answer questions. The teacher builds an in-depth discussion after the students present their answers.
2. The supporting factors of the implementation of teaching reading comprehension using the Numbered head together technique at MTs Matholi'ul Huda Posono Gembong Pati, among others, are: The completeness of the facilities and infrastructure are quite adequate to facilitate and assist the teacher in the teaching and learning process in the classroom. The teacher's ability to teach, such as explaining the material as much as possible by providing PowerPoint and interactive

videos containing the meaning of recount text and examples of recount text. Then, students' spirit and enthusiasm to participate in learning.

3. Besides from supporting factors faced in the implementation of teaching reading comprehension by using the Numbered heads together technique at MTs Matholi'ul Huda Posono Gembong Pati, there are also inhibiting factors. The inhibiting factors include the lack of self-awareness possessed by students, such as students who are noisy with their friends during discussions and students who are less disciplined when the teacher explains the material. The student sleeps in class during the implementation of the Numbered heads together technique at the answering stage. Second, students lack confidence when presenting answers from the results of group discussions in front of the class. The third is the lack of time in teaching because the time required by the teacher is more, while the implementation time of the Numbered heads together technique must be adjusted to the curriculum load.

B. Recommendations

Based on the research that has been done, the researcher needs to provide constructive suggestions to improve and develop the implementation of teaching reading comprehension in recount text by using Numbered Heads Together technique. The researcher hopes that further research can be better than previous research. So, in this case, the researcher entrusts some suggestions as follows:

1. For the English Teacher

It is suggested that the English teacher should pay more attention to students and motivate them, especially for students who still have low abilities, so that reading comprehension learning is more creative, engaging, and fun, to increase student activity and achievement. Therefore, the teacher must improve the learning techniques used. In addition to the Numbered heads together technique, the English teacher can use various learning techniques by involving students in the teaching and learning process so that the atmosphere of intimacy between the teacher and

students is more intertwined to create a conducive classroom atmosphere.

2. For the Students

In learning English, students must maintain a disciplined attitude and pay attention to the teacher in explaining the subject matter. Students must be actively involved in teaching and learning activities to improve learning achievement in English lessons, especially in developing students' reading skills. Reading skills can be used as input to support the following skills.

3. For the Researcher

This research can be used as information material in further research by developing various strategies used so that the results of this research can provide a more profound contribution related to the implementation of reading comprehension teaching in the future.

