A COMPARATIVE STUDY ON THE EFFECT OF COOPERATIVE LEARNING TECHNIQUES (NHT & TPS) ON STUDENTS' READING COMPREHENSION VIEWED FROM DIFFERENT TEXT TYPES

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Abstract
The present study aimed at comparing the effect of two cooperative learning techniques, namely, Numbered Heads Together (NHT) and Think-Pair-Share (TPS) viewed from different text types (narrative, spoof, and hortatory exposition) on students' reading comprehension. The research design used in this study was Post-test Only Comparison Group Design. The samples were two classes of the eleventh grade students at SMA Negeri 2 Singaraja. After the treatment sessions, post-test was administered to obtain the data. The data obtained from the post-test were analyzed by using descriptive and inferential statistical analyses. From the analyses, it was found that there was a significant difference between the effect of those techniques. There was an interaction between the techniques and the text types. NHT affected better than TPS although in spoof and hortatory exposition texts the differences were not significant. This study has the implication to EFL pedagogy especially in the teaching of reading skill.

Key Words:Reading Comprehension, Numbered Heads Together (NHT), Think-Pair-Share (TPS), Text Types

INTRODUCTION

Reading is one of the four language skills that language learners need to acquire. It contributes to the success of language learning in general, or a foreign language in particular. In relation to the English language learning, reading enables learners to know how English is actually used in printed and written forms. Harmer (2007) states that reading is beneficial not only for careers, study, and pleasure, but also for language acquisition. He further states that reading provides good models for English writing and offers opportunities to study language including vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts. Thus, the activity of reading a text enables students not only to learn a language but also to learn content subject using the language whether as the first, the second or a foreign language to students.

The above elaboration could become strong reasons of why reading is very important to be taught in such a way so that the students could be successful not only in acquiring the reading skill but also in particular learning subject. However, teaching reading for EFL learners like senior high school students in Indonesia would not be easy because of several reasons. According to Hamdan (2010) as cited in Meirawati (2011), reading connects with aspects of knowledge, maturation of thoughts, innovation, advancement, modernization and so forth. Senior high school students have characteristics of those aspects and also because they are in the stage of *reading to learn* (Gunning, 2010: 11). According to Gunning (2010:11), the stage of reading to learn is marked by the wide application of words and comprehension skill and the greater emphasis is placed on comprehending informational text.

Based on the preliminary observation done by the researcher at SMA Negeri 2 Singaraja, it was found that students in grade eleven were in the stage of reading to learn in which their comprehension on several informational texts were different. Therefore, the researcher chose this school as the place in which the present study was conducted. The researcher assumed that the teaching reading technique used by the English teachers in this school had different effect on students' reading comprehension in certain types of informational text. Students in this level were introduced various types of text and the English teachers should be more selective in using teaching reading technique which is appropriate and effective to be applied in their classrooms. According to Alberta (2003) as cited in Erawati (2012), it would be appropriate to introduce various reading strategies to students in grade eleven of senior high school because in this grade they are introduced and taught to comprehend several informational texts. Thus, it makes reading comprehension become a significant skill to be taught to students in this level.

As what has been stated previously that teaching reading to EFL learners is not an easy task for English teacher. It is caused by several factors. One of them which is very crucial is as what has been stated by Gunning (2010). According to Gunning (2010: 7) EFL learners are classified as struggling readers because for most EFL learners, their progress in literacy is limited by their command in English. Because they are still learning the language, the EFL learners will need extra assistance of learning to read. Thus, EFL teachers need teaching techniques which can help EFL learners in reading.

There are many alternative techniques to engage students in reading activities. Some of them are the cooperative learning techniques which are derived from Cooperative learning method. Slavin (1995) suggests that cooperative learning is an instructional method in which students are put in small groups through which students work together to maximize their own and each other's learning.

According to Richard and Rodgers (1986), there are several forms of techniques which are derived from cooperative learning method such as Jigsaw, Student Teams Achievement Divisions (STAD), Think-Pair-Share (TPS), Numbered Heads Together (NHT), Three-Step Interview, Co-op, Round Robin, Inside-Outside Circle, Roundtable, and etc. According to Kagan (1990) as cited in Khan (2008), those techniques are similar in principles in which they help students to fully engage in the learning activities and do the activities cooperatively with other students. However, he states that those cooperative learning techniques are different in terms of its implementation structures. Some of those techniques such as STAD, Jigsaw, and Co-op, have higher degree of complexity in their implementation structures than the others. However, Numbered Heads Together (NHT) and Think Pair Share (TPS) have lower degree of complexity. Besides, there is a very unique finding in relation to these two techniques. According to Kagan (1990) as cited in Khan (2008), NHT can be used in conjunction or can be combined with TPS. Further, he states that although NHT and TPS have distinct academic and social functions, however, they have been proved empirically in improving students reading comprehension. Based on these reasons, the researcher investigated the effect of these two cooperative learning techniques in this study.

It has been stated previously that reading comprehension is important especially for students in level senior high school grade 11. Based on the School-Based Curriculum which is recently implemented in Indonesian education, teaching reading for senior high school students in grade 11 requires students to have reading competency which involve the comprehension on various types of text such as Analytical Exposition, Report, Narrative text, Spoof, and Hortatory Exposition text. This study was conducted on semester 2 of the academic year and because the types of the reading text that should be introduced and taught to students in this grade are Narrative, Spoof and Hortatory Exposition texts, so this study

only concerned on these three types of reading text. Thus, the title of this study is *A Comparative Study on the Effect of Cooperative Learning Techniques (NHT & TPS) on Students' Reading Comprehension Viewed from Different Text Types.*

This study was conducted to find out whether there is a significant difference between the effect of Numbered Heads Together (NHT) and Think-Pair-Share (TPS) techniques toward students' reading comprehension in SMA Negeri 2 Singaraja, whether there is an interactional effect between NHT and TPS techniques, whether there is a significant difference in narrative text reading comprehension between students who are taught by using NHT technique and those who are taught by using TPS technique, whether there is a significant difference in spoof text reading comprehension between students who are taught by using NHT technique and those who are taught by using TPS technique, and whether there is a significant difference in hortatory exposition text reading comprehension between students who are taught by using NHT technique and those who are taught by using TPS technique.

The study provided significant input for education practitioner especially for teachers and lecturers who may have planning to implement cooperative learning techniques to encourage students to achieve better in reading. The result of this study contains a lot of information in relation to the comparison of NHT and TPS technique in terms of their effectiveness in improving students' reading comprehension so that EFL teachers would have such a reference to choose which one of these techniques is suitable to be implemented in their classrooms.

This study used several theories such as reading theories (Schema Theory, Mental Model Theory, and Proposition Theory) and theories underlying cooperative learning method (Social Interdependence Theory, Cognitive Developmental Theory, and Behavioral Learning Theory) which are significant to be considered by other researchers who wants to conduct researches which have the aimed at improving the quality of teaching and learning techniques in general and

teaching techniques for reading English material in particular, and developing reading materials for EFL learners. Besides, the result of this research could be used as a reliable source for other researchers who want to conduct similar research in the area of EFL teaching and learning.

A research should be supported by the availability of reasonable theories as the basis to strengthen the power of the research itself. There are a number of theories used in this research such as the nature of reading, reading comprehension theories, and theories underlying cooperative learning methods. Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or reading fluency (Alyousef, 2005). According to Just and Carpenter (2008), reading is a complex human behavior that if it is mastered, it provides a student with a strong foundation for success in school. The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating (Nunan, 2003). Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge (Nunan, 2003). Thus, reading comprehension is the process of understanding the message that the author is trying to convey (Nunan, 2003). Additionally, Burns (1996) as cited in Meirawati (2011) stated that reading comprehension can be measured by applying a test consisting at least five variations of question such as main idea, details, vocabulary, sequence, and inference. Thus, the researcher of the present study views reading comprehension as a complex process of getting information from a text by understanding the whole content of the text which can be indicated by the ability to answer questions regarding to the text with its variations such as main

idea, details, vocabulary, sequence, and inference.

Considering the reading comprehension theory, the present study concerns on what has been proposed by Gunning (1996). He identifies three main theories of reading comprehension. These theories are Schema Theory, Mental Models Theory, and Proposition Theory. Gunning (1996) defines a schema as the organized knowledge that one already has about people, places, things, and events. The schema theory involves an interaction between the reader's own knowledge and the text, which results in comprehension. Based on this theory, reading can be said to have strong relationship with the reader's background knowledge and the knowledge of the world. Therefore, students' prior knowledge needs to be activated that can be done through conducting 'brainstorming' in the teaching and learning process. Leading students to a new thing through reading text needs special skill for teachers because they have to provide chance and appropriate ways to students to relate new information in the text to the information which have already exist in their minds. Therefore, the researcher used this theory as the basis to construct the teaching scenarios to be applied to the samples of the study with the use of NHT and TPS implementation structures.

Mental Model can be thought of as a mind movie created in one's head based on the reading content (Gunning, 1996). Mental models appear to be the form of mental representation that is stored in memory for long periods of time. The ability of a person to remember information in parts reflects the organization and structuring of information into mental model. Through mental representation, readers or students will be encouraged to comprehend the text because they will try to actualize what happens and how things happen in the story as long as the level of the difficulty of the reading text is not too difficult. Based on this theory, the researcher would need careful selection toward reading material used in this study.

Proposition theory involves the construction of a main idea or macrostructure as the readers process the text. These main ideas are organized in a hierarchical fashion with the most important things given the highest priority to be memorized (Gunning, 1996). The Proposition theory works on remembering only the relevant information, or identifying the main idea. This is a skill widely taught throughout schools as well as seen on standardized tests. The above theories of reading comprehension are used as the bases and guidance for the researcher about what should and should not be done in the teaching and learning process as what have been explained previously. However, other theories are still needed to construct reading test to measure students' reading comprehension. According to Burns et.al (1996) as cited in Meirawati (2011), there are at least five kinds of questions that should be included in the reading comprehension test, namely main idea, detail, vocabulary, sequence, and inference.

The cooperative learning techniques (NHT and TPS) differs in their structures. Numbered Heads Together (NHT) is a cooperative learning technique that holds each student accountable for learning the material. In this context, NHT is one of cooperative learning structures used as a teaching technique specifically in the context of teaching English as a foreign language. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students 'put their heads together' to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this technique ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.Think-Pair-Share (TPS) is a technique designed to provide students with 'food for thought' on a given topics enabling them to formulate individual ideas and share these ideas with another student. Teachers announce a discussion topic or problem to solve. Give students at least 10 seconds of think time to THINK of their own answer. Ask students to discuss the answer of the

questions or problems in PAIR. Finally, a few students were called in front of the class to SHARE their ideas with the class.

Research Methods

The present study used *Posttest Only Comparison Groups Design.* This research design helped the researcher to get the data to investigate whether one treatment is more effective than the other. This study used Two-way ANOVA statistical analysis to test the hypotheses with *2 x 3 factorial* arrangement. The population of the study was seven classes of the eleventh grade student of SMA Negeri 2 Singaraja. Multistage random sampling was used to select the samples of the study with the use of lottery. Finally, Class A3 and Class B were chosen in which class B was treated with NHT and class A3 was treated with TPS. The normality and homogeneity testing showed that the two classes had normal distribution and were homogeneous.

There were three types of variables that were used in this study, namely, independent variable, moderator variable and dependent variable. The independent variable is the cooperative learning techniques, namely Numbered Heads Together and Think-Pair-Share techniques. The text types namely Narrative text, Spoof text, and Hortatory Exposition text belonged to moderator variable. The dependent variable in this study is students' reading comprehension.

There were two kinds of instruments used in conducting the research, namely, *teaching instruments* which consist of teaching scenarios and reading materials, and *data collection instrument* which consists of reading comprehension test*.* There were 24 teaching scenarios implemented to both groups. The reading materials were attached on the teaching scenarios. The reading comprehension test was in the form of multiple-choice type test with 33 items consisted of 11 items for narrative, 11 items for spoof, and another 11 items for hortatory exposition text. Before the instruments were tried out, they were consulted with two judges to gained the construct and content validity judgments. The result showed that all the items are valid and relevant to the blueprint,

however some technical things such as incorrect used of grammar and defective items need to be revised.

The reading test was tried out to 150 eleventh grade students of SMA Negeri 2 Singaraja. The result was tested in terms of item validity, index of difficulty, index of discrimination and its reliability. From the item validity it was found that three items were dropped out of 33 items of reading comprehension test used by the researcher. Those items were the item number 5, 19, and 26. These items were dropped because their values of γ_{pbi} were lower than the $r_{cv.}$ Therefore, the reading comprehension used as the posttest consisted of 30 items. Meanwhile, there was no problem in the result of index of difficulty and discrimination tests. From the result of the calculation it was calculated that the reliability of the instrument (r_{ii}) was 0.89. It means that the reliability of the reading comprehension test was categorized as very high.

Since the data that was gained was in the form of scores, so it refers to quantitative type of data. It was described by using two types of statistical analysis, namely, descriptive statistical analysis and inferential statistical analysis. Descriptive analysis requires the mean, median, mode, standard deviation and variance to be calculated. The inferential statistic was calculated by using Two Way Analysis of Variance (Two-way ANOVA) statistical analysis.

FINDINGS AND DISCUSSION

Based on the research design, the data can be grouped into 11, namely: (1) data of students' score taught with NHT, (2) data of students' score taught with TPS, (3) the data of students score in narrative, (4) the data of students score in spoof, (5) the data of students score in hortatory, (6) the data of students score in narrative taught with NHT, (7) the data of students score in spoof taught with NHT, (8) the data of students score in hortatory taught with NHT, (9) the data of students score in narrative taught with TPS, (10) the data of students score in spoof taught with TPS, and (11) the data of students score in hortatory taught

with TPS. The distribution of the obtained data was presented in table 1.

Table 1.Sum of Calculation of Central Tendency and Dispersion

Statistics

		Nht	Tps	Nar	Spoof	hortatory	nhtnar	nhtspoof	nhthor	tpsnar	tpsspoof	Tpshor
N	Valid	30	30	60	60	60	30	30	30	30	30	30
	Mean	22.1667	19.9333	6.8167	7.2000	7.3333	7.2333	7.3333	7.5667	6.4000	7.0667	7.1000
	Median	23.0000	19.5000	7.0000	7.0000	7.0000	7.0000	7.0000	8.0000	6.5000	7.0000	7.0000
	Mode	18.00[a]	19.00	6.00[a]	7.00	7.00[a]	6.00	7.00[a]	9.00	7.00[a]	7.00	7.00
	Std. Deviation	2.88974	1.61743	1.34658	1.16153	1.34878	1.16511	1.21296	1.45468	1.40443	1.11211	1.2134
	Variance	8.351	2.616	1.813	1.349	1.819	1.357	1.471	2.116	1.972	1.237	1.472
	Range	10.00	6.00	5.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00
	Minimum	17.00	18.00	4.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00
	Maximum	27.00	24.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00
	Sum	665.00	598.00	409.00	432.00	440.00	217.00	220.00	227.00	192.00	212.00	213.00

a. Multiple modes exist. The smallest value is shown

Hypothesis testing in this research was done with Two-way ANOVA. This formula was selected because there were two independent variables and one dependent variable. In addition, by using this formula, it could be known the main effect and interaction effect of the variables. Before hypothesis testing was administered, two prerequisite tests such as normality and homogeneity of variance tests should be conducted. The result of the normality and homogeneity testing showed that the data distribution was normal and homogeneous. Table 2 showed the result of the hypotheses testing.

Table 2.The Summary of Hypothesis Testing

Tests of Between-Subjects Effects

Dependent Variable:score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	23.383[a]	5	4.677	2.915	.005
Intercept	9116.450	1	9116.450	5.682E3	.000
Teaching techniques (tm)	12.272	1	12.272	7.649	.006
Text types (tt)	8.633	2	4.317	2.691	.041
tm * tt	2.478	2	1.239	.772	.004
Error	279.167	174	1.604		
Total	9419.000	180			
Corrected Total	302.550	179			

a. R Squared = .077 (Adjusted R Squared = .051)

Based on the result of the hypothesis testing, it was found that there was significant difference in students' reading comprehension between the students taught with Numbered Heads Together (NHT) and those taught with Think-Pair-Share (TPS) Technique. From the output, it was known that the probability value was 0.006, which was lower than 0.05. From this, it was known that the mean score of the students taught with NHT was 22.17; meanwhile, the mean score of the students taught with TPS was 19.93. So, it can be concluded that the NHT technique affects better than TPS technique on students' reading comprehension.

The reliability of this finding was supported by other research which found

that there was significant different effect between the two teaching techniques on reading comprehension. It was the research done by Sa'adah (2009). Her research was a quantitative research comparing the two cooperative learning techniques (NHT and TPS) using the research design of experiment quotient. The findings in this research showed that the students' response to TPS and NHT strategies are positive enough and she concluded that students who were taught using NHT strategy significantly got better results than those who were taught using TPS.

It was obviously reasonable that the result of the data analysis showed the better effect of NHT technique than TPS technique on students' reading comprehension. It was because NHT technique is *simpler and more flexible in its implementation structure* compared with TPS technique in which the teacher only needed to group the students once with the number of students in each group could be regulated based on the number of questions the teacher needed to post.This was very flexible grouping technique that the teacher could do because it could also be done by considering the number of students in a class. It cannot be denied that the NHT technique adopted much the concept of 'group work' in grouping the students in reading class. Brumfit (1984) says that group work seems to be an extremely attractive ideafor a number of reasons. All the students in a group work together, they communicatewith each other and more importantly cooperate with each other. Students will be teaching and learning in the group exhibiting a degree of self reliance that simply isnot possible when the teacher acts as a controller.Brumfit and Johnson (1979) say that in placing students in small groups, eachgroup enables them to maintain their individual psychology and may work within their capacities and level of English language. Small groups provide the chance of intensive involvement. In this way the quantity and quality of the language practice increase. There are opportunities for feedback and monitoring and eventually getting guidance from the teacher. Therefore, the concept of NHT technique was more suitable to be used to teach

reading for eleventh grade students at SMA Negeri 2 Singaraja.

In the literature review, the researcher considered schema theory of reading comprehension proposed by Gunning (1996) who defines a schema as the organized knowledge that one already has about people, places, things, and events. The schema theory involves an interaction between the reader's own knowledge and the text, which results in comprehension. In other words, schema is the readers' prior knowledge toward the reading text which helps them understanding the whole content of the reading material. Every student has different knowledge about the reading material that is read. So, NHT technique provided more chance to students to explore more on other students' ideas and prior knowledge about the content of the reading material in a group. When the teacher posted questions in front of the class, the students in a group put their heads together to discuss the answers of those questions. Here, the students could use their background knowledge to help them understanding the reading text and finally share the answers of the posted question with the members of the group.

This is in line with what Gunning (1996) views about the way students can get knowledge from others' background knowledge. He states that if students have little background knowledge on a subject, they will have difficulty in comprehending readings regarding that subject. Students sharing with the class their own schemas could alleviate this. If a student had no prior knowledge of a subject, they could begin to build their schema based on their classmate's experiences.

Meanwhile, TPS technique provided less chance to students to explore other ideas or background knowledge to help them answering the questions posted by the teacher. It was because in TPS implementation, the students discuss the answers of the posted questions in pairs. The use of 'think' time in the first step of this technique was not really helpful for students to answer the questions because they were limited by their ability to understand the content of the reading text and also limited

by the prior knowledge of their partner. Although, at the end of its implementation in which a pair of students shared their answers to the whole class, students didn't get much knowledge or information they need. It was because the implementation structure of TPS less motivates students to be as competitive as possible and compared with NHT, TPS implementation was less attractive.

Before the comparison concerned with the different text types, the researcher investigated whether or not there was any interactional effect between the teaching techniques (NHT and TPS) and the text types (narrative, spoof, and hortatory exposition text) on students' reading comprehension. This became the second research question that the researcher had to answer. The null-hypothesis which stated that there is no interaction between the cooperative learning techniques (NHT and TPS) and the text types (narrative, spoof, and hortatory exposition) on students' reading comprehension was tested using Two-way ANOVA statistical analysis.This research hypothesis was answered. From the output, it was known that the probability value of teaching techniques*text types was 0.004 which was lower than 0.05. It means that there was significant interactional effect between the teaching techniques (NHT and TPS) and the text types in the forms of narrative, spoof, and hortatory exposition on students' reading comprehension.

The results of the Two-way ANOVA analysis which showed that there was interaction between the techniques and the text types on students; reading comprehension allowed the researcher to discover which technique affects better on students' reading comprehension viewed from the different text types. Therefore, the researcher used Tukey test to analyze it. The results showed that the effect of the of NHT and TPS techniques on students' narrative text reading comprehension was significantly different in which students who were taught using NHT technique had better comprehension on this text type compared with those who were taught using TPS which could be seen from the mean scores of both experimental groups which gained from the result of the Tukey test.

From the result of the calculation, Q_{ob} was higher than Q_{cv}. It meant that there was significant difference in students' narrative reading comprehension between the students taught with NHT and those taught with TPS. The mean score of students' narrative reading comprehension taught with NHT was 7.23 which higher than the mean score of the students' narrative reading comprehension taught with TPS that was 6.40. So, it could be concluded that NHT technique affects better than TPS technique on students' narrative reading comprehension at SMA Negeri 2 Singaraja. Narrative text is said as a type of text that is written with the purpose of amusing or entertaining the readers.

Narrative text is a story like paragraphs which make students often feel motivated and curious to know the plot of the story when they are reading it and this becomes the typical characteristics of narrative text (Erawati, 2011: 156). NHT technique works effectively here because the characteristics of this text motivate the students to read the text and discuss the answer of questions related to text together with the members of the groups. However, when the experimental group who were taught using TPS technique, they only had a partner to share the answer of the posted question. Although they have the 'think time' step of the implementation of the technique, it was less sufficient for students. Because they were limited in terms of background knowledge toward the story they and their partner have. When the 'share' step implemented, some students didn't focus on the answer stated by every pair in front of the class. Here, the researcher noticed that some or more than a half of students paid less attention to a pair who was answering questions in front of the class.

The students who were taught using NHT technique also had better comprehension on spoof text compared with those who were taught using TPS technique. Although there was different effect between those techniques on both experimental groups in spoof text reading comprehension, the difference was not significant. This was shown by the result of the calculation of the Tukey test that was

administered. The result of the test showed that the value of Q_{obs} is 1.15; meanwhile Q_{cv} is 2.83. Q_{obs} was lower than Q_{cv}, it means that there was no significant difference in students' spoof text reading comprehension between the students taught by using NHT and those taught by using TPS. From the result of descriptive analysis, the mean score of students' spoof reading comprehension taught with NHT was 7.33 which higher than mean score of the students spoof reading comprehension taught with TPS which was 7.07. However, the difference in mean score is not significant.

As narrative text, spoof text has purpose to entertain readers as well. However, the twist, in the spoof text which provides the punch line where there is unpredictable and surprising ending, often requires students' to think critically in order to make the whole story sensible. Besides, students' knowledge of western cultures in which English is spoken is needed to help them understanding the story specifically the twist of the spoof text. Therefore, the result of the analysis was logical. Because, it was found that although there was a difference in spoof text reading comprehension between students taught using NHT and those taught using TPS, the difference was not significant due to the twist of the spoof text which requires the students to think critically in order to be able to understand it. The wider chance for students to think and understand the content of the reading material is served by the 'Think' step of TPS technique.

The null-hypothesis which stated that there is no significant different in hortatory exposition reading comprehension between students taught with NHT and those taught with TPS was accepted. The result of the calculation shows that the value of Q_{obs} is 2.02; meanwhile Q_{cv} is 2.83. Q_{obs} is higher than Q_{cv}. It means that there is no significant difference in students' hortatory exposition reading comprehension between the students taught with NHT and those taught with TPS. From the result of descriptive analysis, the mean score of students hortatory exposition reading comprehension taught with NHT was 7.57 which is higher than mean score of the students hortatory exposition reading comprehension taught with TPS which was 7.1. However, the difference in mean score is not significant.

This finding was also logical since the characteristics of hortatory exposition text requires the students to have more critical thinking to be able to respond the issues brought in the text. The content of the hortatory exposition text is quite serious and some of them contains scientific terms which are difficult to be understood by EFL students such the students at SMA Negeri 2 Singaraja. Therefore, students needed time to think about the answers of the posted questions related to the text, and it was served by the 'think' step of TPS technique. However, the mean score of students who were taught using NHT technique was higher than those taught using TPS. This became the prove that the step of NHT that was when students put their heads together to discuss the answers of the posted questions was the more effective way for students to understand the content of the reading text.

Therefore, based on the findings elaborated above, it could be concluded that NHT technique was the most suitable technique to be used to teach narrative text for eleventh grade students at SMA Negeri 2 Singaraja compared with TPS technique. Although the differences were not significant between NHT and TPS techniques when they were used to teach spoof and hortatory exposition texts for the eleventh grade students of SMA Negeri 2 Singaraja, still NHT technique affects better than TPS technique.

CONCLUSION AND SUGGESTIONS
From the overall discussions, finally the researcher arrived at the conclusion which covers five major points. Those points were 1) There was a significant difference in reading comprehension between the eleventh grade students who were taught using NHT technique and the students taught using TPS technique at SMA Negeri 2 Singaraja in the academic year 2012/2013, 2) there was a significant interactional effect between cooperative learning techniques (NHT and TPS) and the text types (narrative, spoof, and hortatory

exposition) on the reading comprehension of the eleventh grade students of SMA Negeri 2 Singaraja in the academic year 2012/2013, 3) there was a significant difference in narrative text reading comprehension between the eleventh grade students who were taught using NHT technique and the students who were taught using TPS technique at SMA Negeri 2 Singaraja, 4) there was no significant difference in spoof text reading comprehension between the eleventh grade students who were taught using NHT technique and the students who were taught using TPS technique at SMA Negeri 2 Singaraja, 5) there was no significant difference in hortatory exposition text reading comprehension between the eleventh grade students who were taught using NHT technique and the students who were taught using TPS technique at SMA Negeri 2 Singaraja.

Based on the research findings, there several things that the researcher would like to suggest to the readers. Specifically, the suggestions were addressed to English teachers and other researchers. Because it was found that NHT technique affects better than TPS technique in teaching narrative text on the eleventh grade students of SMA Negeri 2 Singaraja, English teachers should take this finding as a consideration when they are planning to teach narrative text. It does not mean that TPS technique is not a good reading teaching technique because actually it has been proven empirically that this technique is effective to be used to improve students' reading comprehension. Therefore, after reading this study, English teachers should be very careful and wise in implementing these cooperative learning techniques because both of them have different characteristic particularly in terms of its implementation structure. For other researchers who want to conduct a study about effective teaching strategy to teach reading, it is expected by the researcher to conduct similar study in order to enrich the sources about the comparisons between these two cooperative learning techniques.

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