

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Chapter V has presented the findings from the tests and questionnaire and the discussion related to the effects of reciprocal teaching strategy and students' attitude toward its implementation. This Chapter discusses conclusions and recommendations of the study.

6.1 Conclusions

As mentioned in the previous chapter, this study was intended to elaborate the implementation of reciprocal teaching strategy, to find out the effects of reciprocal teaching strategy on the students' reading comprehension, and to explore the students' attitude toward the implementation reciprocal strategy.

The findings show that the implementation of reciprocal teaching strategy was effective to improve the students' reading comprehension. It is indicated by the involvement of most of the students in the discussion in the four stages applied in the classroom, including teacher demonstration, direct instruction and guided practice, teacher-student groups, students lead group. They learned how to comprehend a text by using the four reading strategies which will be beneficial for them in internalizing the texts independently.

In accordance with the effect of reciprocal teaching strategy on the students' reading comprehension, the findings show that reciprocal teaching strategy enhanced the students' reading comprehension, which was indicated by the post-test scores of the students who were treated by using reciprocal teaching strategy. The scores of experimental group were higher than those of control group. The students who were taught by using reciprocal teaching strategy improved their comprehension. Therefore, the use of reciprocal strategy could be beneficial for the students when taking comprehension tests such as National Examination later because the indicators of comprehension used in this study were based on students' graduate competence.

Moreover, reciprocal teaching strategy developed the students' reading comprehension encompassing: (1) the students get clearer idea of the concept and the use of four reading strategies (prediction, clarification, questioning and summarizing) and (2) the students developed their self-confidence for sharing their ideas including sharing understanding and at the same time their confusion of vocabularies, reading strategies and content of the text; (3) the students enjoyed the learning atmosphere which supported them in comprehending the texts. It reveals that the interaction or discussion either teacher-students discussion or students lead discussion developed the students' reading strategies and self-confidence which ultimately improved the students' comprehension.

Furthermore, the students revealed positive and negative attitudes toward the implementation of reciprocal strategy. The positive attitude was indicated by the joyfulness of most of the students toward the program. They thought that the four reading strategies helped them comprehend a text by fostering and monitoring the comprehension. They also mentioned that the program helped them grasp more concepts of four reading strategies. Meanwhile, the negative attitude was indicated by the students' negative opinion toward the implementation of the program. They felt that, to some extent, it sometimes makes them bored. In line with it, some of the students did not like summarizing process due to the perception that the process of summarizing was a difficult task.

However, there were some limitations found in the research. First, it was found out in the discussion. Most of high achievers dominated the discussion, while the low achievers tended to kept silent. They started to share their idea in the small-group discussion. As a result, some low achievers still asked the concept of four reading strategies in the small-group discussion. This might happen as the low achievers were lack of confidence to their confusions in teacher-led discussion (class-group discussion.) Therefore, this problem might be solved by arranging the students' seats and allowing them to discuss in pairs after the teacher explained explicitly the four reading strategies. Second, it was lack of particular treatment in the control group. It is likely to create bias in the study as

there was no specific treatment in the control group to be compared with the experimental group which was taught by using reciprocal strategy. Therefore for further study, it is better for treating the control group with a teaching strategy which has similar basic principles with reciprocal strategy.

In conclusion, based on the research findings, the implementation of reciprocal strategy was effective in teaching reading comprehension as it can improve the students' reading comprehension. Besides, pedagogically, this result might encourage the teachers in the research site or in other sites to implement this teaching strategy as one way to develop students' reading comprehension in the secondary level, particularly in senior high school level.

6.2 Recommendations

Based on the research findings, some recommendations are proposed to English teachers and other researchers who are interested in the study of reciprocal teaching strategy.

First, for English teachers, it is suggested that they apply this strategy in the classroom to develop students' reading comprehension. Second, for further researchers, it is suggested that they investigate the effect of reciprocal teaching strategy on the students' reading comprehension levels.

Moreover, further research is necessary to investigate the use of reciprocal teaching strategy in other contexts at different levels of students' competence, which are high, middle, and low achievers.

