

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions of the research findings and also some suggestions for further research.

5.1 Conclusions

This study was concerned with the implementation of Reciprocal Teaching Strategy in teaching reading narrative texts to eighth grade students in Junior High school. The aims of this study were to find out the effectiveness of using Reciprocal Teaching Strategy in improving students' reading comprehension of narrative text and also to find out the students' responses towards its implementation in the classroom.

Based on the research findings, it was revealed that there was a significant difference between the students who were taught by Reciprocal Teaching Strategy in experimental group class and those who were not. It was proven by the result of post-test scores after the treatments. The students in the experimental group gained higher scores than those who were in the control group. The data analysis from independent t-test showed that there was a significant difference between post-test means of the experimental and control groups. The data analysis from dependent t-test showed that there was a significant improvement of the experimental group's scores in post-test. The dependent t-test value was greater than *t_{critical}* value. Moreover, based on the calculation of effect size, the correlation obtained was in the level of high, which means that the Reciprocal Teaching Strategy gave high influence in improving students' reading comprehension. In addition, the Reciprocal Teaching Strategy successfully improved students'

reading comprehension and it was indicated that effective to be implemented in teaching reading comprehension.

Furthermore, the findings from the questionnaire, generally students gave positive responses toward the implementation of Reciprocal Teaching Strategy. It had supported to the successful of this method since the students gained benefits after during and after the treatments. The benefits were classified into several categories. First, Reciprocal Teaching Strategy helped the students to comprehend the text easily. Second, it created a good atmosphere in class since it motivated students to be active. Third, it motivated the students to participate in a group discussion and in the learning process. Last, it helped the students to improve their English ability.

However, the students who gave negative responses toward this method indicated that the teacher should give them longer period of time to practice writing since they were asked to make summary of text. Further, the teacher should know better about the characteristics of each student in classroom, so the teacher will be easier organized the students to be involved in a group discussion.

5.2 Suggestions

According to research findings and conclusions above, some suggestions below are specially proposed to English teachers and to future researchers who have similar field with this study.

First, the implementation of Reciprocal Teaching Strategy is applicable and appropriate for students in junior high school, even in senior high school because both of junior high school and senior high school students are expected to have better skill in reading. Moreover, this method is interesting and also challenging for both teacher and students to do in classroom.

Second, considering the weakness of students in writing summary as a part of stages in this method, it is suggested for English teachers, who apply Reciprocal Teaching Strategy should give students longer period of time to practice. Further, it is also suggested for English teacher to combine the four strategies with games as good as possible in order to increase their interest in using this method in learning reading.

Furthermore, there are some possible recommendations for future research. First, the future researcher should try to conduct this method in other levels of participant or levels of schooling such as, primary school students, college students, gifted students, students at risk of academic failure, and disabled students. Second, concerning this study only focuses on reading comprehension of Narrative texts, it is recommended for future researchers to use other genres such as Recount, Descriptive, Exposition, Report or other Functional texts; such as Letters, Invitation, Announcement and etc. Moreover, it would be worth exploring if this method could be successfully applied for other language skills, such as speaking and listening, since the Reciprocal Teaching's process, the students mostly work in group discussion, where the students' roles involve mainly speaking and listening. It is beneficial to investigate whether or not the Reciprocal Teaching affects students' speaking ability and listening comprehension.

