CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

According to the data result and discussion in the previous chapter in this research, the research problem was proposed has answered, and it was concluded as follow:

a) Reciprocal teaching did foster students' comprehension in learning ecosystem; it can be proven by the result of N-gain and hypothesis test. The N-gain average of control class was lower than the experiment class. The control class just reaches the lower criteria of N-gain and the experiment class reaches the medium criteria of N-gain. Meanwhile, according to hypothesis test between two classes which shown the significance score is 0.047 that was lower than 0.05, it means the H_0 was rejected and the H_1 was accepted. However, the difference was not significant but it showed differences of students' comprehension between two classes

b) Implementation of reciprocal teaching also influenced students' questioning ability. It can be shown by the analysis of the questions that they proposed. In experiment class students' ability was spread evenly in each level of QCSS especially in QCSS level II, whereas in control class students' ability dominantly in cognitive-memory operation. However, from two classes the evaluative thinking operation was not proposed, it could be understood because that level is higher order thinking.

Thus, it can be summarized the conclusion above which reciprocal teaching showed the positive effect to foster students' comprehension and questioning ability in learning ecosystem.

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B. Recommendation

According to the research that has been conducted and concluded, there are several recommendations that suggested by researcher, some of them are:

1. Reciprocal teaching can be used as a model as alternative of learning strategy especially in learning science (other topic of ecosystem) to improve students' comprehension and questioning ability.

2. Do not give the limit to students' when proposed the questions. In this research the researcher give the limit to give the same treatment to the two classes.

3. Researcher must have ability to management time, class and students to make the research running smoothly.

4. Describe the reciprocal teaching and analyze each strategies, see the ability of students in each strategies they can achieve that skills or not.

5. Analyzing students' ability before grouping the students is very important because the ability of students is different. Make sure the spread of cleaver students and not really cleaver students should be fair for each group.

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