

CHAPTER V

CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion and recommendation. The conclusion section begins with a brief description of background, the formulation of problems, the main findings and the conclusion. The recommendations are intended for the improvement of future research, particularly in teaching reading for both teachers and students.

5.1 Conclusion

This research was concerned with the implementation of reciprocal teaching strategy to help seventh grade students' reading comprehension. The researcher was intended to investigate how reciprocal teaching strategy is implemented in helping junior high school students comprehend a text. This research also aims to discover students' responses toward the implementation of reciprocal teaching strategy to help students' reading comprehension.

The findings of this research showed that the implementation of reciprocal teaching strategy to help seventh grade students' reading comprehension is considered as an appropriate and effective model in teaching reading. The argument was supported by the data gained from the classroom observation and interview. There are some points that can be concluded as the following.

Firstly, there are four strategies of reciprocal teaching strategy proposed by Palinscar and Brown (1984) namely predicting, clarifying, questioning, and summarizing. These strategies were investigated and to reveal how were their role in helping seventh grade students' reading comprehension. The following is the conclusion for each strategy based on Chapter IV.

1. Predicting helped the students comprehend the text by predicting the title and the picture of the text. Later, the students checked whether their prediction was right or not. This activity made the students more focused on reading. Therefore, students were ready to read the text because they were exposed to the things that would be appeared in the text. Predicting also enabled students to learn about the text before reading it. Predicting strategy also helped students

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to comprehend a text because it gave opportunity to them to link their prediction with their daily life activities.

2. Clarifying helped the students comprehend a text by discussing difficult words together. The clarifier and other group members discuss unfamiliar words, difficult words and sentences to make them easier in reading the text. It is in line with Bottomley and Osborn (2007) who voice that clarifying is needed to understand such as unfamiliar vocabulary, unclear referent words, and new concepts. The clarifiers discuss the difficult word and sentences by re-reading, opened dictionary, and asked to the teacher when they did not solve the problem by themselves. So, in this part, teacher's role still needed to assist the clarifier to do their roles.
3. Questioning helped the students comprehend the text by asking several questions related to the text. It also helped the students to strengthen their understanding related to the text. The students mostly asked questions stated in the text. So, the other group members were able to answer the question directly. Furthermore, questioning can make the students become more involved in the reading activity and in the text when they are giving and answering questions themselves and not merely responding to teacher or text questions (Bottomley and Osborn 2007).
4. Summarizing helped the students comprehend a text since it required the students to retell the story by their own words. In summarizing strategy, the students should understand the text and finally they could summarize the text by using their own words. Actually the students were able to summarize the story in Bahasa Indonesia but they found it difficult to summarize it in English. Thus, the role of teacher is needed to motivate the students using English in the classroom.

Secondly, reciprocal teaching strategy can be implemented to help seventh grade students' reading comprehension. The students thought that discussion session with their group in reciprocal teaching strategy helped them a lot in comprehending the text. By doing predicting, clarifying, questioning, and summarizing, the students were able to recheck their understanding toward the text.

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Moreover, discussion session also helped them in solving problems they faced during reading.

Lastly, there were some responses given by the students toward the implementation of reciprocal teaching strategy. Students admitted that they were happy to read a text using reciprocal teaching strategy. The motivation of the students could be seen from their admission gained through the observation and the interview. The students also admitted that reciprocal teaching strategy help them in comprehending the texts.

5.2 Suggestions

Based on the research findings, discussions, and the conclusions of the research result, there are some suggestions directed to English teacher and for the needs and importance of future researchers.

For English teacher, the implementation of reciprocal teaching strategy is high recommended to be applied in teaching reading. It offers a good innovation to the English teacher, especially in teaching reading skill. From the finding of this research, reciprocal teaching considered as an appropriate and effective model to make students actively-engaged toward the reading activity. However, the teacher should consider the students' characteristics. For the teachers who are interested in implementing reciprocal teaching, make sure the students understand the strategy before they do it by themselves.

For further researchers, there are several suggestions in implementing the same study. First, the further researchers should attempt to conduct this procedure in other level with more numbers of students and in different situation. Second, the further researchers should try another text types in conducting this research. Third, in implementing reciprocal teaching strategy, it will be better to spread the higher achiever students to the group in order to make discussion alive and runs as expected. Fourth, it will be better if the future researcher try to find another modification for this strategy since this strategy is relatively old. The last, since the researcher only observed the implementation of reciprocal teaching strategy in three meetings, hopefully further researcher will conduct the research for the longer period of time to get better result of the study.

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