

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents conclusions which are described from the data. Based on the conclusions and recommendations are given both for practitioners or further researchers.

5.2 Conclusions

To conclude the result of the study, the researcher will discuss based on the research questions as proposed in chapter I section 1.3. There are two research questions, which underpinned in this study. Each of them, in this part, will be reasserted and it will be followed by its explanation and description in order to answer the problem being raised.

Based on the analysis data got from pretest and posttest scores of experimental group and control group and from the questionnaires. Some conclusions can be presented.

First, related to the first research question i.e. “Can reciprocal strategy develop students’ reading comprehension of English narrative text? The data shows that there is significant difference between the posttest score of students in experimental group and students in control group. Therefore, the implementation of reciprocal strategy in teaching reading narrative text can be considered

effective in improving student's reading comprehension ability. (Palincsar & Brown, 1986); Manzo, (1969).

Second, regarding the second research question: "What are the students' attitudes toward application of reciprocal strategy in reading instruction?" the data from the questionnaires given to the experimental group shows students' positive responses toward reciprocal strategy. Meanwhile, data from questionnaire given to control group shows students' negative responses toward the three face techniques and to certain shows preference to reciprocal strategy. So, it can be concluded that reciprocal strategy can increase students' interest and motivation in reading English text and can help them to improve their reading comprehension ability. In this study presents the weakness of the research is about the instruction of the three face techniques sometime is taught by summarizing, predicting, questioning, and clarifying strategy but they are not stated in the teaching procedure for control group.

5.3 Recommendations

Based on the finding of the implementation of reciprocal strategy, there are some recommendations proposed both for further research and for practical purposes. The recommendations are intended to enhance and find the best way in teaching reading for senior high school students. Beside, they are also proposed to offer an alternative solution for helping students and institution due to the achievement of the goal of teaching English as demanded by the national

curriculum of education. Furthermore, the researcher offers some recommendations as follow.

First, this study focuses only on reading narrative text, it is suggested for further research to involve wider type, such as report text, expository text, to help the students in accessing knowledge in the global era.

Second, based on the result of the study there are some recommendations proposed. For the institution, it is suggested that Madrasah Aliyah School adopts reciprocal strategy since it is an appropriate alternative to develop students' reading ability. The strategy can encourage the students to determine the meaning of what is being read and provide a simple taxonomy for thinking and generating answers. For the teacher, first it is recommended that English teachers can encourage their students to approach the text by analyzing the text, find the important point in the text in order to help them in gaining better understanding of reading text. Moreover, the students also can use of reciprocal strategy as proposed by Palincsar & Brown, 1986).

Third, scaffolding and guidance should be provide as much as possible in accordance with the students' lack of background knowledge in order to lead the students to summary the text with their own words since this strategy were rarely solved well by the students who have limited vocabularies and background knowledge.