CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter provides the conclusion of the research findings and some suggestions concerning the research.

5.1   Conclusions

In general, the aims of the research were to find out the use of reciprocal strategy in to improve students' reading comprehension. In addition, it was also to investigate advantages and disadvantages of the use reciprocal strategy. The research result shows that the use of reciprocal strategy in experimental classroom is considered effective to improve students' reading comprehension (t_{obt}= 2.979 > t_{crit} 2,000, P=0.000).

Indeed, students in experimental group where reciprocal teaching strategy was applied can help the students comprehend the lesson and attain the learning objective more easily. The questionnaires result showed that there were some benefits gained after students participating reciprocal strategy, such as improving students skill in guessing and predicting the meaning of the unknown words, helping students to comprehend the text; students could more participate in learning process; and reciprocal strategies helping students in improving English abilities.

Nevertheless, the questionnaire result also found that there was problem when used reciprocal strategies, such as making students confusing to learn four

key strategies (predicting, clarifying, questioning, summarizing). It were hard for them to implementing the strategy when they faced the text. Teachers should have the ability in managing the class and assisting the students, they should be skillful and creative in modeling how to use the strategy. Hence, the learning will be more various and effective and the students will comprehend the lesson more easily.

Indeed, it can be concluded that reciprocal strategy is a strategy that can help students in improving their reading comprehension and can be used as an alternative strategy in teaching reading activity.

5.2 Suggestion

From the research findings, it is highly recommended to use reciprocal teaching strategies as an altenative strategy in teaching reading. However, in the process of using the strategy, there are some problems which can be the obstacles in teaching learning process. Therefore, there are some suggestions for the teachers who apply the strategy in classroom for further research.

It is suggested to English teachers who apply the reciprocal strategy in classroom to be able to encourage and motivate the students to participate in reciprocal strategy. Teacher can give clearer instructions to the students in order that the students do not get confused. The next suggestion for the teachers is to give more control and guidance in group working in order to make the instruction to be more effective for the students. Besides, it is highly recommended to teachers to provide a number of reading material which is close to the students' life in order

to give opportunity to the students to bring their prior knowledge in their reading process. The last but no least, teachers need to manage the time as effective as possible and make sure to give enough time for the students in reading the text.

Furthermore, concerning professional development, teachers are suggested to have certain competencies. Teachers should have capability in designing and modeling the strategy to the students. As the result, the students will be more interested and easier to comprehend the text. They also should be able to select various kind of material that is appropriate for the students in terms of learning objectives and the students' needs and interest.

The last suggestions for further researchers, there are some to do about the use of reciprocal teaching strategy in the teaching of English. First, this research has been done in vocational school, it is suggested for further research to doing research by using reciprocal strategy in senior high school or in junior high school. Second, this research only focusses on reading comprehension, it is suggested for further reasearch to involve wider type of text, such as narrative text, expository text, etc..