V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In line with the result of the data analysis and discussions, the researcher draws the following conclusions:

a. There is a significant difference of students' reading comprehension achievement between those taught through Reciprocal Teaching Technique and those taught through Contextual Teaching and Learning, as seen from the result of the hypothesis testing which shows that the value of two-tail significance is smaller than 0.05. It also can be seen from the data of student's pre-test and post-test scores of both classes.

b. RTT is more effective than CTL to help students improve their reading comprehension. In experimental class, the students followed the reading class enthusiastically. They enjoyed working in group and the media attracted and helped them much. Discussion happened during the class since the teacher monitored them. The four step of RTT, predicting, questioning, clarifying and summarizing made them understand the reading text deeper. On the other hand, CTL can also challenge them but not as effective as RTT. In control class, the students sometimes felt that they were burdened because they were not interested in the lesson.

5.1 Suggestions

Referring to the conclusion above, the researcher suggests that the teacher should apply RTT in teaching reading because the technique has advantages; (1) Makes the teaching learning process more effective. (2) Improves language skills, especially reading. (3) Makes students enjoy studying and working in group. (4) Increases cooperation between students. (5) Makes students actively engaged in process of learning. (6) Increases students' reading comprehension achievement. It proved from the result of the research in SMP Negeri 5 Metro in experimental class. The mean or average score of posttest is higher than the mean score of pretest 83.20 > 48.90. The gain score between the mean of pretest and posttest is 34.30. The significant value of the posttest in both classes was 0.000 (p=0.000) that was lower than 0.05 (0.000<0.05). T-value is 9.168 which is higher than T-table 2.000 at the level of significant 0.05.