

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the result of the data analysis and also the suggestion from the researcher to the other researchers and English teacher who want to try and apply reciprocal teaching technique in teaching reading comprehension.

5.1 Conclusions

In relating to the result of the data analysis and discussion of the research the following conclusions are drawn as follows:

1. There is an improvement of students' reading comprehension achievement after being treated using reciprocal teaching technique at the third grade of SMPN 2 Natar. This can be seen from the difference of the students' mean score in pre-test (52.74) to post-test (69.63) with gain 16.89 point. The result of the hypothesis test showed that the hypothesis of this research was accepted ($p < 0.05, p = 0.000$).

According to the data analysis of the result of pretest and posttest in reading aspect, it showed the improvement of each aspect. From all aspects of reading, it can be concluded that main character got the highest improvement than another aspects.

The improvement of main character up to 26.67% from the improvement of mean of correct answers of identifying main character was 8. Therefore, the improvement of identifying main character was significant if it was compared by the improvement of the other aspects. The improvement identifying main idea was 4.75 from the mean of correct answer of pre test was 14.5 and post test was 19.25 with the total percentage up to 15.84%. The improvement determining causes/effect was 3.75 from the mean of correct answer of pre test was 16.5 and post test was 20.25 with the total percentage up to 12.5%. The improvement identifying reading purpose was 6.4 from the mean of correct answer of pre test was 19.66 and post test was 26 with the total percentage up to 21.34%. In this research, using context clues got the lowest improvement. It could be seen from the improvement mean of using causes/effect was 3.37 with the total percentage was 11.23%.

2. Reciprocal teaching technique give the positive response for the students in teaching learning process. It can be seen from the students' interest and participation in teaching learning process through reciprocal teaching technique. Based on the statement above, it can be concluded that, using reciprocal teaching technique in teaching reading, make the students were active.

5.2 Suggestions

Referring to the conclusions above, the researcher would like to promote some suggestions below:

1. To the Teacher.

- a. The teacher should pay more attention in vocabulary aspect. The teacher should give extra explanation to the students about vocabulary, because the most students have difficulty in this aspect. It can be realizable by giving more various vocabularies which is appropriate to the students of junior high school level in order to enhance the students' vocabularies list.
- b. The English teachers should make highly good preparation before applying reciprocal teaching technique such as mastering its procedure, and preparing the visual clues of the material in order to help the students understanding the text easily. Particularly, the materials which can guide students in understanding about context clues and causes effect.
- c. Then, the teacher should also control the activity in groups, so that they would not be too noisy.

2. To the Other Researchers

- a. Other researchers can conduct this technique on different level of students (it can be Senior High School) and also can use the other texts such as recount, descriptive, explanation etc.

- b. For further researchers who would like to conduct a research with the same topic, should consider well about the time allocation for the treatments. The target of material cannot be explained fully because the limitation of time.