

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion presented in the previous chapter, it could be concluded that the implementation of the Reciprocal Teaching Strategy had a significant effect on students' reading comprehension.

The students' reading comprehension improved after the implementation of the Reciprocal Teaching Strategy. This improvement could be seen from the increase in the students' mean score from 51.13 in the pre-test to 74.84 in the post-test. The mean score increased by 23.71 points, indicating that the students performed better after receiving the treatment.

The improvement was also supported by the results of the Wilcoxon Signed-Rank Test. The test obtained a Z value of -4.721 and an Asymp. Sig. (2-tailed) value of 0.000. Since the significance value was lower than 0.05, H_0 was rejected and H_1 was accepted. It meant that there was a significant difference between the students' pre-test and post-test reading comprehension scores. The Ranks table also showed that 29 students experienced an increase in their scores, no students experienced a decrease, and 2 students obtained the same scores.

Therefore, the results indicated that the use of the Reciprocal Teaching Strategy contributed positively to the improvement of students' reading comprehension. The activities of predicting, questioning, clarifying, and

summarizing encouraged students to become more active in understanding and discussing reading texts. Thus, the Reciprocal Teaching Strategy could be used as an alternative procedure for teaching reading comprehension to junior high school students.

B. Suggestion

Based on the findings and conclusion of this study, several suggestions are presented as follows:

1. For English Teachers

English teachers are suggested to consider using the Reciprocal Teaching as an alternative strategy in teaching reading comprehension. Teachers can apply the four activities of predicting, questioning, clarifying, and summarizing to encourage students to participate actively in the reading process. Teachers are also suggested to provide additional vocabulary activities because vocabulary was the lowest-scoring reading aspect in this study.

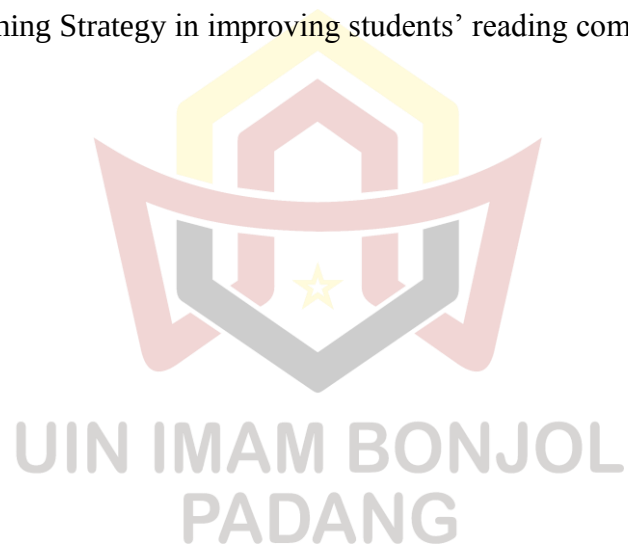
2. For Students

Students are suggested to participate actively during the implementation of Reciprocal Teaching. They should practice predicting the content of texts, asking questions, clarifying unfamiliar information, and summarizing what they have read. Students are also encouraged to improve their vocabulary by learning and practising new words regularly.

3. For Future Researchers

Future researchers are suggested to conduct similar research with more students and a longer treatment period. They can also use different reading texts and conduct the research in different classes or schools. This may provide different findings about the use of the Reciprocal Teaching strategy in teaching reading comprehension.

Overall, this study is expected to provide useful information for English teachers and other researchers about the use of Reciprocal Teaching Strategy in improving students' reading comprehension.



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