

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions according to the data analysis of the previous chapter. This chapter comprises two points that include conclusions and suggestions.

5.1. Conclusions

The study was concerned with the implementation of Reciprocal Teaching Procedure in teaching reading narrative texts to the second grade students of senior high school. The purpose of this study was to investigate whether or not this teaching method could develop the students' reading comprehension. Furthermore, the study was also aimed at discovering the method's strengths and weaknesses.

The findings of the study revealed that Reciprocal Teaching Procedure did improve the students' reading comprehension since the dependent t-test value was greater than $t_{critical}$ value. However, the correlation obtained was at the level of small sized effect. It means that Reciprocal Teaching Procedure gave a small influence in improving the students' reading comprehension.

Furthermore, Reciprocal Teaching Procedure could help the students to improve writing skills in constructing questions and rewriting or summarizing the story. Therefore, Reciprocal Teaching Procedure is potential to provide better learning when they are compared with Grammatical Translation Method.

This was also supported by several strengths revealed in the findings. First, Reciprocal Teaching Procedure helped the students comprehend the text easier. Second, Reciprocal Teaching Procedure could motivate the students to get involved and participate in the discussion of the text. Third, as the students are more familiar with the strategy of Reciprocal Teaching Procedure, they motivated

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themselves to increase their interest in reading. Lastly, since Reciprocal Teaching Procedure improved the students' reading and writing skills, it helped the students to develop their English ability.

The other findings, however, revealed a significant weakness of Reciprocal Teaching Procedure that can probably be an obstacle to the benefits of this method. Since Reciprocal Teaching Procedure involves four strategies it caused confusion for the students to finish each strategy's task, especially, for those who lack interest in learning English. There were some reasons upon this weakness, including: there were too many activities to comprehend a paragraph of a particular text; and there was a problem to catch a summary of every paragraph presented by the other groups. However, as teachers can create a better instructional design, the weakness may be prevented.

5.2. Suggestions

According to the findings, it is clear that Reciprocal Teaching Procedure is recommended to be used as an alternative strategy in teaching reading. It is suggested that English teachers who apply Reciprocal Teaching Procedure should be able to create ideal circumstances of the teaching and learning process that can encourage students' motivation to get involved and participate in the discussion. It can be carried out through several treatments. First, teachers can give clear instructions in order not to make students confused. Second, teachers should give more control and guidance in group work to reduce misunderstanding of the instructions and unclear summaries from each of the groups. Third, if students are getting familiar with the strategy, teaching technique can be changed into pair or individual works in order to avoid boredom. Lastly, teachers should find suitable resources for students to provide them opportunities to bring their prior knowledge into reading process and encourage their interest.

In addition, there are some suggestions for further study. Firstly, Reciprocal Teaching Procedure can be promoted with the use of the other genres, such as

recount, analytical, exposition, and etc. Secondly, the further researcher should try to conduct this method in other levels of students, for example: first grade of junior and senior high schools, and in various contexts in order to discover its effectiveness in developing the students' reading skills. Finally, since the study that had been conducted in three meetings and got small effect in improving the students' reading comprehension, it is expected for further researchers to cover a longer period of time in order to get more effect from this method.

