# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion for the next application of the method.

## 5.1 Conclusion

Based on the result and discussion in previous chapter, it could be concluded that the use of Reciprocal Teaching Strategy for students reading comprehension in narrative text was effective and increased. It was proved by obtained score in previous chapter.

Teacher should prepared appropriate teaching strategy, media or technique to increase and develop students knowledge in the process of English learning especially in this study, the researcher used method in it, it is Reciprocal Teaching Strategy which can increased the students reading comprehension in narrative text. During the treatment of this strategy, the students in experimental class more interest and enthusiastic in the learning process. Furthermore, they got easily understand about the material.

In this study, the researcher focuses on finding out that Reciprocal Teaching Strategy is effective to increase students' reading comprehension in SMPN 39 Surabaya. From the data presentation and data analysis in chapter four, it can be concluded that the use of Reciprocal Teaching Strategy as the method for teaching reading narrative text was effective. It was proved by the calculated the post test scores of both groups using T-Test. the calculate T-Test shown that $t_{count}$ value more than $t_{table}$ (2,370 > 1,697). Then the p-value of T-test calculated shown that p-value < $\alpha$ (0,021 < 0,05).

Based on the statement above, it can be compared with the hypothesis, if $H_0$ stated that there is no significant difference for the students understanding in narrative text between the students who are taught by using Reciprocal Teaching Strategy and those who are not taught by using Reciprocal Teaching Strategy is rejected. Meanwhile, if $H_1$ stated that there is significant difference for the students understanding in narrative text between the students who are taught by using Reciprocal Teaching Strategy and those who are not taught by using Reciprocal Teaching Strategy is accepted. The writer concludes that Reciprocal Teaching Strategy as the method for teaching reading comprehension in narrative text is categorized in success level. It proved with $H_1$ is accepted and the students reading comprehension in narrative text was getting significant effect.

## 5.2 Suggestion

At the end of this study, the researcher would like to give some suggestions that could be applied in teaching and learning process of English learning by using Reciprocal Teaching Strategy as the method, which hopefully would be used for the English teacher, students, and the other researcher.

### 5.2.1 For English Teacher

For teacher especially English teacher can develop their skill and ability in teaching process by using new method or strategy, media, technique, etc. By using Reciprocal Teaching Strategy can be reference for English teacher in the teaching process, or they may look for new strategy, media, and technique in their teaching process which can make the students more interest, easily understand, and enthusiastic.

### 5.2.2 For Students

Reading is important in any kind of learning especially for students who learn English, they should study seriously and read a lot some English books every time,

everywhere, and anywhere to get more knowledge and vocabulary. So, that they can improve their ability in English especially in reading skill by a lot of practices. One important thing is the student have to be serious in the class and pay attention to the teacher's explanation in the learning process especially in English learning.

### 5.2.3 For Other Researcher

This research can be a contribution to the next researcher especially in research education which is to find out the effectiveness of Reciprocal Teaching Strategy. In this case, it is about reading comprehension in narrative text. This research may also be a relevant previous study that can be used by the other researcher to conduct another research about teaching the other skill of language by using Reciprocal Teaching Strategy or by using the other method, media, and techniques but in the same skill and comprehension in this research. The researcher hopes for the next researcher to investigate more on the students respond toward Reciprocal Teaching Strategy.