

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents the conclusion and suggestion. The conclusion part contains the summary of the main points that have been discussed in the previous chapter. The other parts contain the suggestion for the teaching of English and recommendation for the further research.

#### **5.1 Conclusion**

Many students in junior high school feel difficult in comprehending a reading text. They are not even enthusiastic in joining a reading activity, as it was due to their perception about “reading is not fun”. That is the teachers’ responsibility to help the students in comprehending the reading text in an effective way. Based on the researcher’s experience of doing teaching practice in junior high school, the students need a new technique for comprehending the text better. The researcher tried to help the students in improving their reading comprehension achievement by applying reciprocal technique in learning reading.

The researcher conducting the research in 7 meetings: 1 meeting for the pre-test, 5 meetings for the treatments, and 1 meeting for the post-test. According to the findings of this study, the result of the t-test showed that there is an effect of using reciprocal technique in students reading comprehension. It can be seen from the mean score of post-test is higher than the mean score of

pre-test. It means that the students make an improvement after being taught using reciprocal technique.

Besides, reciprocal technique can enhance the reading ability of both the proficient and less proficient students. Students use the four key strategies and know what strategies to use, when, why, and how to use each of them. They learn to predict, to generate questions, to identify the main idea of a paragraph, to clarify unclear words, phrases, or sentences, and to summarize their reading. The four key strategies help students overcome difficulties on reading texts.

Furthermore, reciprocal technique also improved students' interaction in the class. The students are given a chance to have a discussion that allowed them to share what they know from the text or ask questions related to the lesson. They are able to exchange ideas and express their opinion with their friends. They can use the social nature of learning to improve and scaffold reading comprehension

From the explanation above, it can be concluded that applying reciprocal technique in teaching reading has the positive effect on reading comprehension achievement of 8<sup>th</sup> grade students.

## **5.2 Suggestions**

Based on the result of this research, the researcher would like to give some suggestions that hopefully will be an advantageous contribution for the English teachers and further studies.

### 5.2.1 Suggestion for English Teachers

The English teachers should be more aware of the linkage between the implementation of reciprocal technique and K-13. One of the strategies in reciprocal technique is ‘questioning’ where students are expected to participate actively in the learning activities. This is related to one of the learning aspects in the scientific approach of K-13, namely ‘questioning’. Since both of these are related, it is expected that the reciprocal technique can give support to the implementation of K-13 in the class.

The English teachers also should be more creative in applying the teaching technique. The teacher should consider on the situation of the class, such as a noisy class, in order to manage the class well. The teacher also should consider the topic of the text that will influence students’ motivation in reading. Therefore, the English teacher is suggested to apply this technique in teaching reading using various text types. It is also suggested for the teacher to seek for other strategies to teach reading to provide various activities in the classroom.

### 5.2.2 Recommendation for Further Studies

There are some suggestions for further research on teaching learning activities that the writer can suggest:

1. The researcher recommends that further study try to apply reciprocal technique not only in reading recount text and narrative text, but also

in other genre of text, for examples: descriptive text, report text, procedure text, news item.

2. Since this research was conducted for junior high school students, the researcher suggested other researchers who will conduct similar study to do it in a lower or higher level. This is to find out whether reciprocal technique is also suitable for every level of the students.

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