

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, researcher present conclusions from data analysis that was discussed in the previous chapter. In addition, researcher tried give some suggestions related to the results of possible data analysis useful for teachers and for students. The purpose of this study is to illustrates the effectiveness of using reciprocal teaching and teacher centered in teaching speaking in SMAN 6 Kediri.

A. Conclusion

Based on the data analysis in chapter IV, it can be concluded that there is effectiveness in using Reciprocal teaching better than using Teacher centered method in teaching speaking for explanation text. This statement is supported by student score in the experimental and control group. Based on the result of students' speaking about pre-test and post-test between experimental and control group.

1. The result of pre-test in mean score of experimental is 64.232 and the mean score of control is 59.969.
2. The result of post-test in the mean score of experimental is 67.853 and the mean score of control is 62.937.

B. Suggestion

This method is very useful for giving students new experiences in teaching and learning process to make them more motivated and enthusiastic about learning English. Therefore, researcher provide several advice for students, for English Teachers, and for other researchers, hope this thesis is useful.

1) For Students

The student must pay attention when the teacher gives an explanation in class. Therefore, they can capture material provided by the teacher and students get a new method of learning English. Students must have high motivation practice what they have read and learned from their teacher anywhere and anytime.

2) For Teachers

The teacher should try creative and innovative learning methods so students are more enthusiastic in learning. Reciprocal teaching can be used as an alternative to teaching English, especially for teaching analytical speaking skills explanation text. Teaching and learning uses Reciprocal teaching strategy gives students an effort to not only read but also express their ideas after reading. When using teacher centered method, students only listen to the teacher's explanation. So, it is less effective when given a speaking test.

3) For Other Researchers

The students cannot actively carry out discussions with this method because this method applied when researchers provide learning. Researchers convey to other researchers that this method is interesting to use and make students active in class. Based on the explanation, other researcher can develop this research because it provides benefits for students who are less active to be active in class.