

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the presentation of the research findings that are stated in the previous chapter. It also presents the suggestion to the several parts related to teaching learning process especially on English class.

A. Conclusion

Based on the observation result above and the students test result, researcher concludes that the implementation of *Reciprocal teaching* method for reading comprehension effectively can build up the prior knowledge, students interest, and motivation at eight grade students of SMP Al-Kahfi Sepulu Bangkalan.

By giving some questions related to the theme of the text, it will help the students to the predict the content of the reading text. At this point, the researcher's ability to give relevant questions toward the text is needed since the students will not get the point of what the content of the text if the researcher fails to give relevant questions. Finally, relevant questions are expected to be able to lead the students to connect their answer to the content of the text. Moreover, in guiding the students to understand the text better, the researcher can connect the students prior knowledge toward the theme of the text. The last, exercises were given as a tool of measurement toward the students result or achievement after the implementation of *Reciprocal teaching* method for reading comprehension.

Related to the achievement data, there are some progressions of students score from pre-cycle test to the post cycle test of the two cycles. In conclusion, the implementation of *Reciprocal teaching* method helped the students to comprehend or understand the text, since most of them could answer the questions given by the researcher. Besides, *Reciprocal teaching* method also can improve the criterion of minimum passing grade (KKM). The researcher has criteria of success, the percentage of successful is 80% from the total students, and the criteria of minimum passing grade (KKM) are 75. It can be known for the result of the score test. The score test of the students are increased from 7.9% (03 students out of 38) in pretest and average is 55.2, 57.9% (22 students out of 38) in cycle 1 and average is 73.9, 86.8% (33 students out of 38) in cycle 2 and average is 77.2. It can be concluded that using *reciprocal teaching* method to improve reading comprehension of the eight grade students of SMP Al-Kahfi Sepulu Bangkalan were successful.

B. Suggestion

After doing this classroom action research and know the result of this research, there are some suggestion especially for teachers, students and the next researchers. In order improve their ability in reading comprehension.

(1) For the English teachers, they should make a variation of the topic of the material and also make it interesting and enjoyable for the students. Reciprocal teaching method actually can be applied to teach other material, it

depends on the teachers' creativity. In addition, the use of the learning strategy should be appropriate with the condition of the student and the facilities of the school.

(2) For the students, they need to pay attention to the teacher's instruction. Although they think that Reciprocal teaching method is easy to be applied in learning English and already proved that it improved reading skill, the success of the method depends on the learners. The students are better to make themselves enjoy the process of learning. Then, always practicing reading in teaching English every day makes and their reading ability better from day to day.

(3) For the next researcher, reading is one of the important skills for students to master. This research may be still having many weaknesses. Thus, the researcher suggests to the next researchers to be actively explore many methods of teaching reading. This research also could be one of the references for the next researchers.

Finally, the researcher hopes that the result of this research would be useful for the readers. It is also hoped that the readers would have more information about the use of Reciprocal teaching method in teaching reading.