

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the finding of chapter IV, it showed that the students' reading comprehension of narrative text at the tenth grades of MA Wahid Hasyim Bangsri can be improved by using Reciprocal Teaching Technique. In experimental group, the mean score of pre-test was 57.54 and the mean score of post-test was 70.23. After applied Reciprocal Teaching Technique (RTT) method in learning process, the students' reading comprehension was improved. In control group, the mean score of pre-test was 55.11 and the mean score of post test was 62.75. Based on the of t-test, the mean score of post-test was 3.000 and the table of 0.05 as the significance level was 2.000 with degree of freedom (df) 52. It can be described that the t-value (3.000) > t-table (2.000). In addition, the result of t-test also showed that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. It meant that the mean score of pre-test and post-test of experiment being observed had a significant difference. The role of reciprocal teaching technique indicated that the students' achievement on reading comprehension of narrative text was better and it was found that they have good motivation in reading a narrative text.

Based on the data analysis above, it can be concluded that Reciprocal Teaching Technique (RTT) can improve students' reading comprehension of

narrative text and there is significant difference between reading comprehension of narrative text at the tenth grades of MA Wahid Hasyim Bangsri Jepara using Reciprocal Teaching Technique (RTT) and without using Reciprocal Teaching Technique (RTT).

5.2 Suggestion

From the finding and discussion stated in previous chapter, the researcher would like to offer the following suggestion:

5.2.1 For Teacher

The teacher should be able to be a good model and facilitator for students in teaching learning process, consider the students' needs and interest before designing the reading comprehension of narrative text. It is important for teacher to use various techniques or strategies in every meeting. It is useful for them to use Reciprocal Teaching Technique (RTT) in teaching reading comprehension of narrative text. It can make the students more active, because it uses student-centered learning.

Furthermore, this method can make the students help each other and know their responsibility in their group.

5.2.2 For Students

By using Reciprocal Teaching Technique (RTT) method, the students had opportunities to help their friends in group for understanding the material. By implementing Reciprocal Teaching Technique (RTT) method the students had enthusiasm and enjoy in

improving their reading comprehension of narrative text because they learnt by using the technique.

5.2.3 For Next Researcher

The weakness of this research was about the limited time in implementing the action. The next researchers who were interested in same field are recommended to implement the actions in a longer period of time to get the maximum result of the students.

