

CHAPTER V

CLOSING

In this section, the writer would like to give conclusion and suggestion about the result of study. The conclusion of the study was answer problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestion are expected to make better improvement and motivation for students, teacher and writer related with the teaching learning of comprehending narrative text by using Reciprocal Teaching strategy as the learning strategy.

A. Conclusion

The problem of the study as stated in Chapter I is “Is there any significant effect of Reciprocal Teaching strategy toward reading comprehension of the tenth grader of MA Hidayatul Insan Fii Ta’limiddin Palangka Raya”. Based on the result of data analysis from reading comprehension scores which gained by students before and after conducting treatment, there were significant difference between reading comprehension score at the experimental group and control group by 61,65 and 57,15. First of all, the result of manual calculation showed that the $t_{observed}$ was higher than the t_{table} at 5% and 1% significance level or $4,326 > 2,01$, $4,326 > 2,68$. Meanwhile, the result of SPSS 21.0 calculation showed that the $t_{observed}$ was higher than the t_{table} at 5% and 1% significance level or $4,549 > 2,01$, $4,549 > 2,68$.

This indicated that the alternative hypothesis (Ha) stating that there was significant effect of Reciprocal teaching strategy for students' reading comprehension of the tenth grader of MA Hidayatul Insan Fii Ta'limiddin Palangkaraya was accepted. On the contrary, the Null hypothesis (Ho) stating that there was significant effect of Reciprocal teaching strategy for students' reading comprehension of the eighth grader of MA Hidayatul Insan Fii Ta'limiddin Palangkaraya was rejected. It implicated that teaching reading comprehension by using RT strategy gave effect toward the tenth grade students' score at MA Hidayatul Insan Fii Ta'limiddin Palangkaraya. It meant that if the students were taught reading comprehension using RT strategy, therefore, the students' reading comprehension score would be higher than it would without using RT strategy. On the contrary, if the students were taught reading comprehension without using RT strategy as a learning strategy, the students' score of reading narrative text would be lower than the use of RT strategy. It can be proved by the difference of Pre-test and Post-test.

B. Suggestions

In line with the conclusion, the writer would like to propose some suggestions for the students, teachers there and the writer as follow:

1. For the Students

For the students, when they studied narrative text using RT strategy, it was recommended that they have to pay attention to more active their background knowledge of the topic based on what the students have to know, and also the purpose and meaning of the text.

By understanding the meaning of text, the students may know the purpose about text then they are easier to answer the questions.

2. For the teacher

The teacher must pay attention to the students' level, problems in learning English, and the strategy used by the teacher in teaching English narrative text, so that the teachers are able to use RT Strategy in teaching learning activity especially in reading narrative text. The teachers are also able to be aware with another teaching learning strategy that can be used to teach foreign language to motivated and make the students' interest in learning foreign language.

Based on the result of the study that showed that RT strategy gave effect on the students' score in reading comprehension about narrative text of the tenth grade students at MA Hidayatul Insan Fii Ta'limiddin Palangkaraya, The writer recommended the teacher can use the RT strategy for teaching English in reading comprehension especially narrative text. The teacher could motivate the students to read familiar topic of narrative text.

3. For the next Writers

Since the study was experimental study by using RT strategy in teaching reading comprehension for the senior high school students. The result of the study found that using RT strategy gave significant effect on the students' score in reading comprehension especially in comprehending narrative text. This study was focused on

the tenth grade students at MA Hidayatul Insan Fii Ta'limiddin Palangkaraya. The writer recommended for the other writers who want to conduct the study related to the reading especially in narrative text with other interesting strategy on other grades.