

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the explanation in all previous chapters, I would like to take the conclusion as follows.

- a. The reciprocal reading strategy had a positive influence toward the students' reading comprehension at class XI. IPA 1 of SMA Negeri 1 Gorontalo in the 2013/2014 academic year. Before giving the treatment, the mean of the students' score classically was 23,65. After giving the treatment, it increased to be 26,35. It means that there was a progress on the students' value for 20,15% from the pre-test to the post test.
- b. The influence of reciprocal reading strategy toward the students' reading comprehension was shown by coefficient of correlation (r) = 0,45 and index of determination (r^2) = 0,2. It means that reciprocal reading strategy had significant coefficient of correlation toward. In the other words, 20% or more the students' reading comprehension was influenced by using reciprocal reading strategy.

B. Suggestions

Based on the conclusions above, I give some suggestions as follows.

Firstly, in teaching of reading comprehension, the English teachers should use reciprocal reading strategy because it is very useful for the students to comprehend narrative texts, especially in comprehending general description or topic, main idea,

implicit and explicit information, detailed implicit information, word meanings, and reference.

Secondly, reciprocal reading strategy can be applied all grade of Senior High School. Teachers are suggested to explain how the process or stages of the reading strategy and what the students should do in the end of lesson before applying the strategy.

Thirdly, reciprocal reading strategy should be applied in a big class. Teachers can give advises in classically or in- groups. However, the teaching and learning process should be done proportionally in order to increase the students' autonomy to do their tasks.