#### CHAPTER V

**CONCLUSIONS AND SUGGESTIONS**

This chapter describes the conclusions and suggestions of the research. The conclusions are the answers to the research questions formulated from the objectives of the study. Some suggestions are given to the English teachers, Grade VIII students and other strategy developers for a better improvement of the strategy.

#### Conclusions

There are three points to be concluded based on the objectives of the study.

Those are:

* + 1. The development of reading comprehension achievement based on teaching strategy. The needs analysis questionnaire was distributed to the students to get information about their needs and preferences. The information gained from the needs analysis covered the target needs and learning needs. The following is the description of the result of the needs analysis. As stated in the instruments, the first questionnaire was distributed to the students to get the learners’ needs. Nine aspects of the questionnaire were made into eleven questions. The following is the result of the first questionnaire. From the percentage, it can be seen that most of the students, which are 38%, claim that their main goal of studying English is to be able to communicate in English fluently. The second highest tendency (31%) is to get good score. It shows that most of them

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will find it easier to understand the materials on descriptive texts if there are activities in which the students have to answering questions based on the texts (50%). The second highest, (27%) the students assume that reading skills improvement can be achieved by rearranging and completing sentences to make a good text. It shows that most of the students find difficulties in vocabulary, grammar and in how the texts are structured (58%). Meanwhile. the second highest score (27%) shows that the students have difficulty in understanding the grammar. It shows that most of the students want to be able to comprehend the texts and answer the questions based on the texts correctly (46%). Meanwhile, the second highest score (23%) shows that the students want to be able to read the texts fluently. It shows that most of the students choose involved many pictures/ illustrations in learning input (38%). Meanwhile. the second highest score (23%) shows that the students choose involved many texts. It shows that most of the students are still unclear about the explanation of the materials about reading texts in the classroom (62%). Meanwhile, the second highest score (38%) shows that the students are clear about the explanation of the materials about reading texts in the classroom. It shows that the teacher seldom applies teaching reading strategy (58%). Meanwhile, the second highest score (19%) shows that the teacher often applies teaching reading strategy. clear about the explanation of the materials about reading texts in the classroom (43%). It shows that the students are motived to apply in teaching reading strategy (62%).

Meanwhile, the second highest score shows that the students are demotivated (19%). It can be seen that most of the students (61%) ask the teacher and friends if they find difficulty in reading a text. The second option that is chosen by the students (31%) is asking to the teacher. After the needs analysis was conducted and the results were analyzed, the next step was designing the formulating of learning material text, lesson plan and validation instruments as the planning. It was designed by referring to the result of the questionnaire by picking the highest percentage of the respondents. It only focuses on descriptive text. The teaching-learning process was done by using Reciprocal Questioning (REQUEST) Strategy.

* + 1. The validity of reading comprehension achievement based on teaching strategy. After the draft of the learning material was developed, the next step was conducting expert judgment to evaluate the appropriateness of the product in terms of materials. The questionnaire of the materials was adapted from BSNP which evaluates the appropriateness of the content, language, presentation and lay-out. The questionnaire applied the four scales of Likert-scale. An expert judged the learning material by choosing the options 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. the mean of the questionnaire related to the materials appropriateness is. According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value falls into “Very Good” category since it is in the interval 3.25 < x < 4. The result indicates that the reading materials is appropriate for Grade VIII of SMP students.
    2. The effectiveness of reading comprehension achievement based on teaching strategy for teaching reading. the subjects were visited and learned Reciprocal Questioning Strategy as a strategy in teaching reading comprehension**.** It was obtained that result of the both the tests in the class, the lowest score for pre-test was 30 and the highest score was 75 while the lowest score for post-test was 65 and the highest score was 85. The result of the data is the value of t-test was higher t table (13.6 > 1.711) at the level significance 0.05 for two tailed and degree of freedom (df) = 26-2 =

24. It means that Reciprocal Questioning Strategy significantly affects the students’ reading comprehension achievement.

#### Suggestions

The final result of this research is developing reading comprehension materials by using reciprocal questioning (request) for the grade VIII students of SMPN 3 Halongonan Timur. The result of this research is expected to be beneficial for the following parties.

* + 1. To English teachers

To present the reading strategy, the teacher should consider the target needs and the learning needs of the students. Based on the results of the needs analysis, the students want to have interesting and enjoyable activities that promote their motivation in learning reading. Therefore, the teachers should be able to provide interesting strategy in the

teaching-learning process. In addition, they might also use the result of this study as an interactive strategy to teach reading.

* + 1. For Grade VIII Students

The result of this study was developed in a strategy to enhance students’ motivation in learning English, particularly reading. Therefore, the students are expected to understand how to use this strategy. Further, the students should use this strategy optimally.

* + 1. To other developers

In developing the strategy, there were some errors found such as those that occurred in the matching activities. Regarding the limitation of time, those errors still remain. Hopefully, the future researchers can fix the errors occurred and or pay more attention to the technical issues of the strategy. Hopefully, the future researchers can implement similar strategy in other subject and grade. The last, this strategy only covers reading skill. The future researchers may develop strategy on other skills.