

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions toward the implementation of the PQ4R Strategy for the tenth-grade students at SMA Progsif Bumi Sholawat Sidoarjo. In this chapter, the researcher wants to conclude the result of the research, and wants to suggest to the reader especially to the students and teachers in relation with the results of this research.

5.1 CONCLUSION

After conducted the research by applying the PQ4R (*Preview, Question, Read, Reflect, Recite and Review*) strategy, the researcher drew some conclusions based on the findings and discussions. The implementation of teaching learning using PQ4R strategy in cycle 2 better than cycle 1. Based on the result of the observation, in the cycle 2, almost of the students done the test well, enthusiast, and involve them self in teaching learning process. The researcher concluded that PQ4R strategy was effective to improve students reading comprehension. By using PQ4R strategy, the teacher could create an interesting teaching learning process in the classroom because the students could be pleased, and they would not get bored. There were some significant differences between during the implementation of the PQ4R strategy.

In results of the pre-test, the mean score was 66.13, the highest score was 80 and the lowest score was 56. The students who passed the test were only 5

students in the percentage of 16.67%. Then, results of post-test in cycle 1 showed there was improvement in students' reading comprehension score as follow: the mean score of the test was 71.87, the highest score was 84, and the lowest score was 60. While, there were 11 students (36.67%) who passed the test. Lastly, the results of post-test in cycle 2 showed there was significant improvements on the students' reading comprehension by applying the PQ4R strategy. The mean was 81.47, the highest score was 92 and the lowest one was 72. The percentage of students' success was 86.67%.

Related to hypotheses testing, the mean for Pre-test is 66.13333333 and for Post-test it is 81.46666667 by applying t-Test: Two-Sample Assuming Equal Variances, it revealed the obtained t-value is -9.157907205 which is well above the limit of 0.05 of significance. For the results, the researchers used $P(T \leq t)$ two-tail, which is the p-value for the two-tailed form of the t-test. Because p-value (7.2854E-13) is less than the standard significance level of 0.05, researchers can reject the null hypothesis (H_0). Thus, H_a is accepted which means the students' reading comprehension scores had increased significantly as the result of the implementation of the implementation of the PQ4R strategy.

5.2 SUGGESTION

At the end of this chapter, the researcher would like to propose some suggestions, which hopefully would be useful:

5.2.1 Teachers

The teacher needs to select material before conducting teaching learning process. The teacher should find the interesting reading material can make the students more enjoy in learning. The teachers have to give guidance during the lesson. They should teach them how to read with PQ4R strategy. They are recommended to motivate all students to be active in the classroom. The teacher has to give reinforcement to the students' effort because it can improve their motivation in learning. Most of students will be happy when the teachers give reinforcement or rewards to their job. The teachers need to create a good atmosphere in the classroom, so the students feel more comfort and happy in learning process.

5.2.2 Students

The students should have positive thinking that identify main idea is easy, learn more about the ways to increase their vocabulary. The students should be active and confident to practice in identifying main idea, making reference, and finding supporting details. The students should be aware and learn their mistakes in practicing reading text that can be done by self-correction or asking their friends for critics or suggestions (pair-correction), so at the last they may not repeat the same mistakes in reading text. The students should have attention to the teacher giving the explanation in front of the class in order that they can repeat and make sentences based on the cues given by the teacher through the use of PQ4R strategy.

5.2.3 Other Researchers

The other researchers can conduct studies on teaching reading comprehension with other strategies that make students enjoy, effective, understand and not get bored in learning reading comprehension, in order to improve their reading comprehension. The strategy used must also be in accordance with the condition of the school, facilities, and students the teaching and learning process runs well. The findings of the research hopefully will give contribution, inspiration as a resource and employed as starting point of the future research on similar topics.