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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data presentation and data analysis in the chapter IV, finally the researcher would like to depict the conclusion as follows:

1. For the first hypothesis, the students' reading comprehension of descriptive text taught by using Question Answer Relationship strategy at the first year of Senior High School 3 Mandau is categorized into Good category which mean score is 78.20.
2. For the second hypothesis, the students' reading comprehension of descriptive text taught without using Question Answer Relationship strategy at the first year of Senior High School 3 Mandau is categorized into Enough category which mean score is 59.40.
3. For the third hypothesis, there is a significant difference between taught and without being taught by using Question Answer Relationship strategy on students' reading comprehension at the first year of Senior High School 3 Mandau. It can be seen from the result of data analysis. The mean of experimental group post-test score was 78.20 categorized into Good level, while the mean of control group post-test score was 59.40 categorized into Enough level. Furthermore,  $t_0$  obtained was 9.224 compared with T-table of  $df= 78$  in significance level of 5% and 1% and it became

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1.99 < 9.224 > 2.64. Then, the number of significance was 0.000 < 0.05.

Thus,  $H_a$  is accepted while  $H_o$  is rejected.

4. There is a significant effect on students' reading comprehension taught by using Question Answer Relationship strategy. Eta square is 0.521, it means the effect size is large.

### B. Suggestion

In line with the conclusion above, the researcher knows that Question Answer Relationship strategy give significant difference to students' reading comprehension of descriptive text. Therefore, the researcher suggests the teacher to use this learning strategy to improve students' reading comprehension of descriptive text.

#### 1. Suggestion for the teacher

- a. It is recommended to English teacher to use Question Answer Relationship strategy in teaching and learning process, especially in reading comprehension because the result of this research mentions that it can make students' reading comprehension better.
- b. Based on the teaching reading principle, teachers are demanded to be creative and innovative in order to stimulate their students to be active and motivated during teaching and learning process. Based on the research findings, there is an positive effect of using Question Answer Relationship strategy. Thus, the teacher can apply this strategy in teaching reading comprehension.

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- c. In effort to increase the students' reading comprehension, Question Answer Relationship strategy can be one of the choices for the English teacher to help students to comprehend the text especially in descriptive text.
2. Suggestion for students
    - a. The students should pay more attention to the lesson explained by the teacher.
    - b. The students should practice their English, not only in the classroom but also outside of classroom.
    - c. The students should more often read the English books. Read the books wherever you are, because "the more you read, the more you get".
    - d. The students should be more interested in studying English, because it is one of the keys to be successful in English subject.
  3. Suggestion for the next researcher
    - a. This researcher is the one of the ways to improve students' reading comprehension. It is expected that the findings of this researcher will be used as starting points to conduct another research.
    - b. There are many other techniques to make teaching and learning process more effective and interesting. The researchers are expected to find new strategies, methods, techniques, and approaches.

Finally, the researcher really hopes that Senior High School 3 Mandau can gain or achieve the entire programs of English much better than before.



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