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CHAPTER V

CONCLUSIONS, IMPLICATIONS OF THE RESEARCH AND RECOMMENDATIONS

5.1. Conclusions

The main purpose of the study was to find out a significant effect of using Shared Inquiry method on students' reading comprehension and their motivation, and the objectives of the study are:

1. To determine the effect of using Shared Inquiry method on students' reading comprehension.
2. To determine the effect of using Shared Inquiry method on students' motivation.

The research design in this study was a quasi-experimental research with a pre-test and post-test of reading comprehension and students' motivation. Based on the eighth hypotheses of this study, the last findings of the research were obtained as follows:

1. Based on Independent Sample T-test analysis for the pre-test reading comprehension of the experimental and the control groups it was shown that there was no significant difference of the pre-test of reading comprehension between the experimental and the control groups. The T-test result was 0.076, its df was 38, the significance was 0.939, the mean difference was 0.250, the standard error was 3.268, the lower difference interval was 6.866 and the upper difference interval was 6.366. So, in conclusion $p = 0.939$, the 2-tailed value was more than

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0.05 ($p > 0.05$). It could be determined that the subjects in both groups were equivalent before being given the treatment.

2. A Paired Sample T-test was used to analyze the effect of implementing the treatment of Shared Inquiry method on students reading comprehension for the Experimental Group. The output of the paired sample test showed that the t-test result was 12.346, its df was 19, the significance was 0.000, the mean difference was 32.750, the standard error mean was 2.652, the lower difference interval was 38.301 and the upper difference interval was 27.198. By comparing the number of significance, if probability > 0.05 , null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance was $0.000 < 0.05$, thus, H_a was accepted while H_0 was rejected.
3. A Paired Sample T-test was used to analyze the effect of implementing non-treatment of Shared Inquiry method on students reading comprehension of the control group. The output of the paired sample test showed that the t-test result was 6.49, its df was 19, the significance was 0.000, the mean difference was 10.00, the standard error mean was 1.53, the lower difference interval was 13.22 and the upper difference interval was 6.77. By comparing the number of significance, if probability > 0.05 , null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the

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significance was $0.000 < 0.05$, thus, H_a was accepted while H_0 was rejected.

4. Based on Independent Sample T-test analysis for the post-test reading comprehension of the experimental and the control groups it was shown that there was no significant difference of the pre-test of reading comprehension between the experimental and the control group. The T-test result was 9.191 its df was 38, the significance was 0.000, the mean difference was 22.50, the standard error was 2.44 the lower difference interval was 17.54 and the upper difference interval was 27.45. So, in the conclusion $p = 0.000$, the 2-tailed value was less than 0.05 ($p > 0.05$). It can be inferred for the forth hypothesis that H_a was accepted and H_0 was rejected.
5. Based on the Independent Sample T-test analysis of the pre-test on motivation of the experimental and the control groups it was evident that there was no significant difference of the pre-test reading comprehension between the experimental and the control groups. The T-test result was 0.112, its df was 38, the significance was 0.912, the mean difference was 0.350, standard error is 3.131 the lower difference interval is 6.689 and the upper difference interval was 5.989. So, in summary, $p = 0.912$, the 2-tailed value was more than 0.05 ($p > 0.05$). It could be determined that the subjects in both groups were equivalent before being given the treatment.

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6. A Paired Sample T-test was used to analyze the effect of implementing the treatment of Shared Inquiry method on students' motivation of the experimental group. The output of paired sample test showed that the t-test result was 13.667, its df was 19, the significance was 0.000, the mean difference was 36.750, the standard error mean was 12.025, the lower difference interval was 42.378 and the upper difference interval was 31.121. By comparing the number of significance, if probability > 0.05 , null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance was $0.000 < 0.05$, thus, H_a was accepted while H_0 was rejected.
7. A Paired Sample T-test was used to analyze the effect of implementing non-treatment of Shared Inquiry method on students' motivation of the control group. The output of paired sample test showed that the t-test result was 2.551, its df was 19, the significance was 0.019, the mean difference was 4.350, the standard error mean was 1.704, the lower difference interval was 7.918 and the upper difference interval was 0.781. By comparing the number of significance, if probability > 0.05 , null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance was $0.019 < 0.05$, thus, H_a was accepted while H_0 was rejected.
8. The Independent Sample T-test analysis of the post-test motivation of the experimental and the control groups showed that there was a significant difference of the post-test students' motivation between the

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experimental and the control groups. The T-test result was 13.472 its df was 38, the significance was 0.000, the mean difference was 32.050, the standard error was 2.379, the lower difference interval was 27.233 and the upper difference interval was 36.866. In the conclusion $p = 0.000$, the 2-tailed value was less than 0.05 ($p < 0.05$). It could be inferred that the eighth hypothesis H_a was accepted and H_o was rejected. In other words, using Shared Inquiry method could make the students easily organize and develop the ideas of the topic being discussed.

5.2 Implications of the research

The results of the study provide the evidence that Shared Inquiry method is effective in teaching reading comprehension. Based on these findings, Shared Inquiry method could provide significant reading comprehension instruction to accelerate student learning. When students have the opportunity to discuss a text, they are actively engaged and expressed excitement over switching roles within the discussion groups. At the end of each session, the groups would read aloud to start the next text. Students volunteer to go first and want to read long passages aloud to their peers and would like to continue with another text in the next semester.

Instructors should consider their student's desire for student-led discussion when given a specific task within a group. Based on classroom experience, students were more engaged during this reading comprehension process, they typically appeared in large class discussions in the general education classroom. Students' comments led the researcher to believe they enjoyed ownership of the discussions and

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being given the option to determine which areas they wanted to examine more deeply. Through self-assessment they chose vocabulary to define and question the meaning of the text.

In addition to the benefit of the small group environment allowing each student to participate more in discussion, students appeared to be genuinely interested in the main character of the text. The researcher felt this connection was made because the character was a student that struggled in school and often was not viewed as smart by his teachers or peers. The students in the group had similar experiences as they have struggled with reading and utilized behaviors and excuses to be removed from uncomfortable situations in the classroom. Furthermore, Shared Inquiry method could encourage students to learn as they are more motivated being taught using this teaching method.

5.3 Recommendations

In conjunction with the results of this study, the writer would like to give some recommendations:

1. Teachers are recommended to use Shared Inquiry method in teaching reading especially descriptive text in *English* subject in order to improve students' achievement.
2. Teachers need to carefully plan activities for the students in conducting the learning process by using Shared Inquiry method.
3. To the future researchers, they need to pay attention to other factors that can influence the learning process by using Shared Inquiry method.

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4. The researcher recommends English teachers to choose suitable methods in teaching reading in order to make the students feel interested and not bored.
5. It is important for the teacher to improve the students' reading comprehension of descriptive text by giving any assignment or homework, especially the question in form of orientation, events and re-orientation, which is regarded more difficult for the students.
6. The students should be creative to select kinds of reading in order to read more texts to improve their reading comprehension.

Finally, the writer believes that this study still has some weaknesses and limitations; therefore, future research on similar topic needs conducting.