

CHAPTER V

CONCLUSION AND RECOMMENDATION

After conducting the research, it seems very important to the researcher to make conclusion and give suggestions for the students and teacher.

5.1 Conclusion

The main goal of the research was to explore the effects of SQ4R technique on students reading comprehension, and the objectives of the study are:

- a. To find out if there is a significant difference of using SQ4R technique on students' reading interest before the treatment of experimental group at SMAN 1 Pangkalan Kuras Pelalawan.
- b. To find if there is a significant difference of using SQ4R technique on students' reading interest after the treatment of experimental group at SMAN 1 Pangkalan Kuras Pelalawan.
- c. To find out if there is a significant difference of using SQ4R technique on students' reading interest of pre-questionnaire mean score between an experimental group and a control group at SMAN 1 Pangkalan Kuras Pelalawan
- d. To find if there is a significant difference of using SQ4R technique on students' reading interest of post-questionnaire mean score between an experimental group and a control group at SMAN 1 Pangkalan Kuras Pelalawan

- e. To find out if there is significant difference of using SQ4R technique on students' reading comprehension before the treatment of experimental group at SMAN 1 Pangkalan Kuras Pelalawan.
- f. To find out if there is significant difference of using SQ4R technique on students' reading comprehension after the treatment of experimental group at SMAN 1 Pangkalan Kuras Pelalawan.
- g. To find out if there is significant difference of using SQ4R technique on students' reading comprehension between pre and post-test of the experimental group and a control group before the treatment at SMAN 1 Pangkalan Kuras Pelalawan.
- h. To find out if there is significant difference of using SQ4R technique on students' reading comprehension between pre and post-test of the experimental group and control group after the treatment at SMAN 1 Pangkalan Kuras Pelalawan.

After conducting a quasi-experimental at the second year students of SMAN 1 Pangkalan Kuras, the researcher will report the last findings of the research as follows:

1. Based on Independent T-test analysis for pre-questionnaire of the experimental group, it showed that the interest pre-questionnaire mean scores of the experimental group is categorized as good the percentage is 76,3%. Meanwhile the control group participation pre-questionnaire mean score is also good it is 84.2%. The result showed that the mean scores did not differ much between both groups and the effect size of the first hypothesis is categorized as low

effect by using eta-squared formula. It could be determined that the subjects in both groups were equivalent before giving the treatment. In short, the first hypothesis of this research shows that H_{a1} is accepted and H_{01} is rejected, so it can be concluded that “There is a significant difference of students’ reading interest before being taught by using SQ4R technique for experimental group and non-treatment of SQ4R technique of the second semester students at SMAN 1 Pangkalan Kuras Pelalawan. In other words it can be said that there is improvement of students’ mean score interest. The students’ pre-questionnaire mean of the control group is 10%, meanwhile, for the experimental group is 23%. It also can be conclude that the level of both experimental and control groups meanscore of reading interest is good.

2. Based on Independent T-test analysis for post-test reading comprehension of the experimental and control groups, it showed that the reading comprehension post-test mean scores of the experimental group is 36.8% Meanwhile the control groups post-test mean score 60.5%. It could be determined that “there is a significant effect of students reading comprehension after being taught by SQ4R technique for the experimental group and non-treatment of SQ4R technique of the second semester students at SMAN Pangkaln Kuras Pelalawan.
3. Based on paired sample T-test analysis for pre-test and post-test reading comprehension for experimental group, it showed that the t-test result was the t-test result is -6.273, its df is 37, by comparing number of significance. If probability >0.05 , null hypothesis (H_0) is accepted. If probability <0.05

alternative hypothesis (H_a) is accepted. Because the significance is $0.000 < 0.05$, thus, H_a is accepted while H_0 is rejected. The students' mean score in pre-test is categorized poor (78.9%). while in post-test, the level of students' score is in mediocre level (36.8%) It means that there is a significant difference of using SQ4R technique on students reading comprehension after the treatment given to experimental group.

4. Based on paired sample T-test analysis for pre-test and post-test reading comprehension for the control group, the output of paired sample t-test shows that the t-test result is -3.122, its df is 37, by comparing the number of significance. If probability > 0.05 , null hypothesis (H_0) is accepted. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance is $0.003 < 0.05$, thus, H_a is accepted while H_0 is rejected. It means that there is a significant difference between pre-test and post-test reading comprehension for the control group. The students' score in pre-test is in category poor (92.1%), and in post-test the students' score is also categorized in to poor (60.5%).

Related for this study, by using SQ4R technique can make the students easily predict and delimit the topic discussed or informed in the text after they read and answer the questions. In the other words, the using of SQ4R technique ditributes significant effect on students' reading interest and their reading comprehension.

5.2 Implications of the Research

The finding of this research indicated that there is a significant effect of using SQ4R on students' reading comprehension. Based on this finding, the implication for the teachers as model and connector and facilitator in educating students at Senior high school students, beside transferring the knowledge of English and teaching and learning process, it can be additional guideline for the teacher in teaching. Then the teacher should pay attention more to students' reading comprehension in learning English. In this case, the teacher should be equipped with a lot of strategies or technique in teaching and learning process so that students' interest can be increased and will give effect toward students' success in learning and also give effect toward teachers in teaching. It also gives additional knowledge for the students and teachers, students have more power and spirit in applying the language learning strategy.

Furthermore, SQ4R technique takes place in students' successfulness in learning English. This case, give more knowledge to students to apply more strategy, learning English to reach willingness objective, and then for teachers as a facilitator in teaching the students.

5.3 Recommendation

Based on the findings of this study, the study recommends that:

- a. The teachers should activate the students' prior knowledge before implementing SQ4R technique in teaching and learning, since it is needed in SQ4R technique as the effort to perform meaningful learning.
- b. The teachers should emphasis on using the practical guidelines on how to teach reading comprehension tasks, and taking into consideration the fact that reading comprehension requires the acquisition of several skills.
- c. The teachers should develop the implementation of SQ4R technique, not only in reading comprehension but also in other language skill learning.
- d. The researcher suggested English teachers to choose the suitable methods in teaching their reading students in order to make the students are interested in studying English.
- e. The curriculum designers are recommended for the use of SQ4R technique in teaching reading comprehension in order to attract students' eagerness in the learning process.
- f. It is important for the teachers to improve the students' comprehension in reading text by giving assignments or homeworks, especially the questions in the form of Topic, main idea and supporting details, which are regarded as difficult points for the students to be identified.