

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestion about the research for the English teacher, the students, and the other researcher.

A. Conclusion

The researcher has given treatment three times after obtained data from the pre-test both experimental and control class. Based on the calculation results from the previous chapter. From experimental class, the mean score for pre-test was 55.59 and 82.06 for the post-test. Meanwhile, from control class the mean score for pre-test was 56.67 and for the post-test was 78.03.

After calculated the assumption using ANCOVA, the normality is higher than 0.05 both experimental and control class. The distribution was normal for dependent variable by Kolmogorov-Smirnov with significant value for pre-test experimental was $.141 > 0.05$, for pre-test control was $.190 > 0.05$, and for post-test experimental was $.122 > 0.05$, and also for post-test control was $.136 > 0.05$. While, for assumption of Homogeneity variance is homogeneous for experimental and control class. The significant score that showed by Levene's test was .628 higher than 0.05. Additionally, for homogeneity of regression was $.135 > 0.05$ showed there was no interaction between covariate and independent variable. The conclusion of statistical analysis using ANCOVA indicates that the result was not significant at the level of $.072 > 0.05$. Therefore, using PQRST strategy to teach reading skills is not effective. Furthermore, there was no significant difference between students who are taught using PQRST strategy and students who are taught

using Scanning strategy. There is still an increase in the students' scores in the experimental class from pre-test to post-test.

According to the result, there is no significant difference on students reading comprehension between students who are taught using PQRST strategy and students who are taught using Scanning strategy. The data from both the experimental and control class were calculated using ANCOVA in SPSS 25.

In addition, it is clarified why the PQRST strategy is not effective in teaching reading comprehension, especially for eleventh-grade at MAN 2 Nganjuk. In this study, the alternative hypothesis (H_a) was rejected and the null hypothesis (H_0) was accepted because the significant value was higher than 0.05.

B. Suggestion

In this part, the researcher would provide some suggestions for an English teacher, the students, and also for the other researcher.

1. An English teacher

After the researcher finished this research, it hoped that an English teacher will be able to apply better teaching strategy into practice that are helpful to the students in learning process. This would help students become more interested and better able to understand the lesson. So that the students can learn more from the lesson and able to increase students reading comprehension.

2. The students

Students need to practice reading texts more in order to understand what the texts are about. If students can understand the content especially in recount texts, students will be able to read more fluently and easier. Students can use this research

as a source. Students may receive the material based on their needs especially when it gets to reading comprehension knowledge and PQRSST strategy.

3. Other researchers

The conclusion of this study can be used as a reference by other researchers to conduct more research on English teaching strategies especially to increase students reading comprehension. The researcher suggests the next researcher conduct better research can increase students reading skill.