

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents the conclusion and suggestions from the research. The conclusion explains the researcher's decision based on the pre-test and post-test scores. Then, the suggestions consist of some suggestions from the researcher for others.

A. Conclusion

In this chapter, the researchers aim to summarize the findings discussed in the previous chapter, especially the analyzed data. After analyzing the research results, data from students' scores were collected before implementing the treatment: the QAR strategy (the experimental group) and the SSR strategy (the control group). The experimental group's pre-test scores were lower than the control group, with Mean scores of 55.79 and 56.58, respectively. Conversely, the experimental group achieved higher post-test scores than the control group, with mean scores of 75.79 and 71.71.

Additionally, the statistical analysis using SPSS, as detailed in the previous chapter, revealed that the pre-test scores of both groups, as analyzed through an Analysis of Covariance (ANCOVA) assumption, must be satisfied. The assumption of normality test to pre-test and post-test is a significance value more than 0.05 (the experimental group was $0.108 > 0.05$, and the control group was $0.152 > 0.05$), (the experimental group was $0.170 > 0.05$, and control group was $0.116 > 0.05$) indicated normally distributed. The assumption of homogeneity variance is (pre-test was $0.312 > 0.05$, post-test was $0.533 > 0.05$), and the homogeneity of regression slope is $0.307 < 0.05$, indicating homogeneous distribution. Then, the assumption of a linear relationship between the covariates and dependent variable of significance value was $0.000 > 0.05$, which suggests a significant relationship between the covariate and the dependent variable (post-test). Lastly, the ANCOVA calculation yielded a significance value of 0.000 less than 0.05, indicating rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). It suggests a significant difference in reading comprehension ability between the students taught by the QAR and SSR strategies. Furthermore, the Mean score of the post-test experimental group was 75.79, compared to the

control group's 71.71. This difference also suggested a significant difference between the Mean scoring of the QAR strategy (experimental groups) and SSR strategy (control groups). Consequently, the students of the QAR Strategy perform better than those of the SSR Strategy in terms of reading comprehension.

B. Suggestion

Based on the above conclusions, the researcher proposes the following suggestions to English teachers, students, and other researchers interested in question-answer relationship (QAR) strategies for students' reading comprehension :

1. For Teacher

This study could enhance the effectiveness of English educators in their instructional practices. By incorporating the Question-Answer-Relationship (QAR) strategy into English teaching, instructors can help students efficiently extract information from texts, foster independent comprehension, and connect the textual content to external knowledge.

2. For Students

Students must enhance their self-discipline to ensure the classroom learning process proceeds as scheduled. Additionally, students must actively listen to the Teacher during lesson explanations. Employing the Question-Answer-Relationship (QAR) strategy during exams is advisable, as it can expedite the information retrieval process, optimizing time management.

3. For Further Researcher

The researcher hopes that future studies will explore this topic more broadly. These subsequent investigations could delve into the strategies employed by English teachers, specifically those crucial to the teaching and learning process. It would yield more valuable results that can be widely applied.