

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter divides into two points that is conclusion and suggestion. Conclusion explains the conclusion that the researcher make from the score of pre-test and post-test. Meanwhile, suggestion consists of some suggestion from the researcher to others.

A. Conclusion

Based on the findings of the research and discussion in chapter IV, the researcher makes conclusion that there is significant difference between the students taught by Question-Answer Relationship strategy and those taught by lecturing strategy on their reading comprehension. The experimental group and control group get extensive reading strategy from their teacher, but the score of pre-test both of them was different. The score pre-test of control group higher than experimental group. The researcher gives treatment three times, the experimental group get Question-Answer Relationship strategy as the treatment and the control group get lecturing strategy as the treatment. After get treatment, the students taught by using Question-Answer Relationship strategy got score higher than those taught by lecturing strategy. The students taught by using Question-Answer Relationship strategy more motivated, more interested, and they can thrift the time when do the test. However, the students those taught by using lecturing strategy still less interested and less motivated, because students who are taught to use the Question-Answer Relationship strategy know the answers to the questions

they need to understand, but students who are taught to use the lecturing strategy should read and know the meaning of some difficult words without know the information they need.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestions. For the teacher, results of this study are expected to be more useful and inform that this teaching strategy is appropriate to use in the teaching and learning process to help students understand the reading passages, and at the same time improve the English teaching process in teaching reading comprehension using QAR strategy. To the further researcher, the researcher wishes that this study can be a reference and source of information for future research with the same focus. In other words, by applying QAR strategy in the classroom can give positive effect on students' reading comprehension, especially on similar problems with different or the same research design of the study.