CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter is divided into two parts. The first is the conclusion, which explains the researcher's conclusion based on the pre-test and post-test scores. The second type is suggestion, which consists of some suggestions from the researcher for others.

A. Conclusion

Based on the research findings and discussion in Chapter IV, the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. The QAR Strategy and the KWL Strategy do not significantly differ in how they are taught to students, which means that there is no significant difference. The pre-test mean for the experimental class is 57.41, whereas the mean for the control class is 53.93. The post-test mean for the experimental class is 70.15, while the mean for the control class is 65.19. After treatment, the value of both increased.

The ANCOVA assumption, the outcome of the normality assumption for both groups, is > 0.05. Both groups' homogeneity variance assumptions are homogeneous. The significant value for the Levene's test is $0.276 > 0.05$. According to the above table's Class*Pre-test significant value, homogeneity regression is assumed to be true. The Class*Pre-test result was $p = 0.884 > 0.05$. Following the assumption that there is a linear relationship between the covariate and the dependent variable, it was demonstrated that the pre-sig. test's value is 0.00 0.05. The final outcome of the statistical analysis using ANCOVA is 0.362 >. (0.05). The

null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected because the significance value is > 0.05. This example demonstrates that there are no appreciable differences between students who were taught using the KWL Strategy and students who were taught using the QAR Strategy.

B. Suggestion

Based on the results of previous research, the authors realize that there are still many limitations and errors that exist in this study. However, this research is expected to make a useful contribution. Based on the conclusions, the researcher makes the following recommendations to English teachers and other researchers interested in the Question Answer Relationship (QAR) strategy on students' reading comprehension:

1. To Teacher

This research has the potential to improve the English teacher's ability to teach English. They can teach English with the QAR strategy. This strategy can assist students in quickly finding information from the text, independently understanding the text, and relating the text's content to knowledge outside of the text.

2. To Further Researcher

The results of this study can be used as a reference for other researchers to conduct further research related to English teaching strategies in the classroom, especially for reading comprehension skills.

3. To students

Students must improve discipline so that the learning process in class can run according to plan. Furthermore, when the teacher is explaining the lesson, students must pay attention. Students can use the QAR strategy when working on questions because it can help them find the information they need faster.