

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research focused on the implementation of SQ3R in teaching reading comprehension. The aims of this research was to describe the implementation of SQ3R in teaching reading comprehension and to identify students' responses toward the implementation of SQ3R. The related research on SQ3R in teaching reading has been conducted before. The findings of this research confirm that SQ3R is effective for teaching reading. The argument was supported by the data obtained from observation, interview, and documentation:

Based on the results of the research, the implementation of sq3r in teaching reading comprehension, SQ3R helped the students to comprehend English text. The students were motivated and enthusiastic in doing the tasks. They were active and enthusiastic in asking the teacher when they had questions. Most of them also participated in the teaching-learning process. Besides, they worked together and interacted with the members of their own group when the task was given in group work. In addition, they focused in doing the task given by the teacher. Although there were some students who always made noise in the class, the teacher could handle the class.

The students responded the implementation of SQ3R in teaching reading comprehension positively. The students were interested in the implementation of SQ3R in teaching reading texts because of some reasons. First, the technique was new for the students. Second, SQ3R helped students to understand the text better. Then it helped them to write questions from the text, to rewrite the information by their own words, and to write a report or summary about the text. Lastly, it helped them to enrich their vocabularies as well.

B. Suggestion

This research is expected to give contribution in teaching-learning process, especially in reading comprehension. There are some suggestions for teachers and for further researcher who are willing to do research in the field of the implementation of SQ3R in teaching reading comprehension:

- a) Teachers need to be aware that implementing this strategy needs longer time in the classroom. Therefore, preparation is really important before implementing this strategy.
- b) The five steps of SQ3R must be explained to the students clearly.
- c) Teachers also need to choose the reading materials that are appropriate to students' interests in order to motivate the students.
- d) For those who are interested in conducting similar research can involve students for another level who have different characteristics with Madrasah Aliyah (MA) or senior high school students.