CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, there are two main parts of the research called conclusion and suggestions. The conclusion meant to research finding and the suggestions were intended for the pedagogical implication and some suggestions from the future research.

A. Conclusion

In teaching reading, the English teacher can provide many kinds of strategy that can be used to support the learning activity. Strategy is any of wide variety exercises, activities or tasks used in language classroom for realizing lesson objectives. English teachers are hoped to choose an appropriate strategy in their teaching process. Question-Answer Relationship (QAR) is the example of strategies which can be implemented in teaching EFL students in reading class. The researcher used Question-Answer Relationship Strategy to teach reading comprehension. The implementation of Question-Answer Relationship Strategy toward the first grade students of MAN 1 Trenggalek is effective to enhance students' reading comprehension. The learning process using Question-Answer Relationship Strategy makes the students become active and focus on the text they read. Therefore, the students can enlarge their reading comprehension well.

Based on the research finding discussed in the previous chapter, some conclusions can be drawn. The mean score of the students in pre-test is 65.71, while the mean score of the students in post-test is 73.14. It reveals that the

students achieve better achievement in reading comprehension after being taught using Question-Answer Relationship Strategy. From this result, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. In other words, the first grade students of MAN 1 Trenggalek enhance their reading comprehension better after being taught by using Question-Answer Relationship Strategy.

B. Suggestion

According to the result of the research above, the researcher would like to give suggestions as follows:

1. Teacher

    a. There are some strategies to enhance students' reading comprehension; one of them is Question Answer Relationship Strategy. It is recommended to the teacher to apply this strategy in teaching and learning process, mainly reading.

    b. The teacher should be creative to select kinds of reading text in order to make students comprehend more about the text and to diminish boredom in learning English, especially in Reading aspect.

2. Students

    a. The students should try to understand to use Question Answer Relationship Strategy in reading text and to practice it in the classroom.

b. The students should avoid cheating in doing their exercises because in using Question Answer Relationship Strategy, each student is given time to resolve their own problems in identifying the difficult words. Thus, the students should independently do their exercises.

3. The Further Research

For future researchers, the positive result of the strategy in teaching the students reading comprehension of narrative texts can be the base line information in conducting the similar studies in using different genre or types of reading in different level. The strategy can be actually applicable to be implemented in many different genres of reading like expository, argumentative, recount, spoof, explanation, factual description, procedure, discussion, information report, and so forth.

4. Delimitation

This study has several limitations; first, findings were only based on the students' score in class X MIPA 5 MAN 1 Trenggalek, Therefore, the participants is not the representatives of all the first grade students of MAN 1 Trenggalek. Second, this study does not used media such as video or picture, the text was only in written text. It is necessary for further research to use a media. Third, the time of doing this research was only four meetings, because the time when the researcher done the research was close to the final exam.