

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and the suggestion of the research. The conclusion of the research presents based on findings and discussions in the previous chapter. The suggestion of the research presents that might be beneficial for further research and teachers.

5.1 Conclusions

This research focused on using electronic books on students' reading comprehension in junior high school. This research aimed to investigate reading comprehension through the electronic book with SQ3R technique for young learners, especially for 7th grade in Junior High School. The findings from tests (pre-test and post-test), questionnaires, and interviews showed that electronic books affected students' reading comprehension. Based on the result of descriptive statistics, the alternative hypothesis (H1) is not rejected. It showed a significance between the pre-test and post-test on the use of electronic books on students' reading comprehension. It showed a significance level set 0.04 between pre-test and post-test scores within the gap score of 26%. In addition, the effectiveness test by using N-Gain score between pre-test and post-test had the medium score (46.7%) and less effective at the score of 48.26% as Hake (1999) stated in the previous chapter.

In addition, the questionnaire results showed that most of students had positive perspective on using the electronic book. They satisfied on the electronic book features itself, especially in reading activity. This research showed that junior high school students, especially 7th graders, claimed that using electronic books with SQ3R on students' reading comprehension is helpful in the classroom. The electronic book is usefulness to find and gain information of the text, and they intend to use electronic book as reading tool in the future. Moreover, the results showed that using electronic books with the SQ3R technique enabled students to identify and comprehend the text carefully. In addition, using electronic books with

the SQ3R technique was enjoyable to the students during reading comprehension activities.

Therefore, it can be concluded that the use of electronic books affect students' reading comprehension. The electronic book on junior high school for students' reading comprehension is usefulness to find and gain information of the text. The use of electronic books with SQ3R technique was enjoyable for the students during reading comprehension activities. Most of students were interested and helped them in reading comprehension.

5.2 Recommendations

There are some recommendations for further research and teachers in the use of an electronic book with SQ3R technique on students' reading comprehension in the classroom. When this research was being conducted, the students had limited access to the application and the internet. Some students had no storage on their phone and insufficient internet data; thus, further research is needed to look at the condition of the students to see whether they can follow the instructions. Moreover, this research had to follow the material in the Merdeka curriculum in which the descriptive text was selected based on the material taught in the classroom; for further research is needed to use another text (e.g., narrative or report texts) the use of the electronic books with the SQ3R technique to see the students' interest in reading comprehension. Then, for the teacher, the teacher may consider using an electronic book with the SQ3R technique as one of the reading activities in the classroom. In addition, the teacher should consider the students' condition of interest in the text in the classroom. Applying the students' interest in the use of electronic books with the SQ3R technique would not only improve their reading comprehension but also make them more interested and willing to read the text. Furthermore, this research still had limitation to apply the electronic books to the students; thus, for the teachers, they can apply the electronic book with SQ3R technique as teaching media in the classroom for the students with genre-based approaches (GBA).