

CHAPTER V

CONCLUSION

This last chapter presents the conclusion that can be described as the results of the research. It also offers suggestions for teachers and for further researcher on SQ3R as one of the strategies that can be used in teaching reading comprehension.

5.1 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 the previous research that SQ3R is effective for teaching reading (Pribadi, 2013; Lestari, 2012; Baier, 2011; Ola, 2011). The argument was supported by the data obtained from observation, interview, and document analysis.

From the observation, it can be seen that the students focused while reading texts by using SQ3R both in group work and individual work. They were also enthusiastic in doing the tasks since they were active in asking the teacher when they had questions, and also they participated actively in the teaching-learning process.

From the interview, it can be seen that the students were interested in reading English texts by using SQ3R because of some reasons. First, the technique was new for the students. Second, it helped them to understand texts. It

also helped them to write questions from the texts, to rewrite the information by their own words and to write a report or summary about the texts. Lastly, it helped them to enrich their vocabularies as well.

From the document analysis, it can be seen that the students did each step of SQ3R well both in group work and individual work. The result of students' reading assessment showed that SQ3R helped the students to comprehend texts.

It can be concluded that the findings from the three instruments shows that SQ3R helped the students to comprehend English texts and the students responded the implementation of SQ3R positively. The students were interested and enthusiastic in reading English text by using SQ3R. They also focused while reading texts by using SQ3R. Besides, SQ3R helped the students to write questions from the texts, to rewrite the information by their own words, and to write a report or a summary about the texts. Lastly, it helped them to enrich their vocabularies.

However, there were some problems which were found in teaching reading comprehension by using SQ3R. It needed more time to explain SQ3R technique and to give example clearly how to do each step of SQ3R to the students. Thus, the teacher needed to consider the time allotment in implementing each step of SQ3R. The students also had difficulties in doing question, recite, and review steps so that they needed help from the teacher in doing those steps, and the teacher needed to explain more clearly about those steps.

5.2 Recommendation

This research is expected to give contribution in the 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.

First, teachers need to be aware that implementing this strategy needs longer time in the classroom. Therefore, preparation is really important before implementing this strategy. Second, the five steps of SQ3R must be explained to the students clearly. Third, teachers also need to choose the reading materials that are appropriate to students' interests in order to motivate the students. Lastly, for those who are interested in conducting similar research can involve students for another level who have different characteristics with *Madrasah Tsanawiyah* (MTs) or junior high school students.