CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

This research has investigated the use of PQ4R in teaching reading comprehension of narrative text. Based on the research questions formulated in chapter I, this research is aimed at finding out whether or not PQ4R strategy is effective in improving students’ reading comprehension of narrative text and to find out the students’ responses toward PQ4R strategy.

Referring to the findings and discussion that have been presented in the previous chapter, it was found that the experimental group had a better achievement than the control group. It can be seen from the mean scores of experimental group (62) which are higher than the control group (52). Then, the independent t-test was conducted to reveal whether or not PQ4R significantly improves the students’ reading comprehension of narrative text ability. The result showed that significant value (sig) was not higher than the level of significance (0.010 < 0.05) and the $t_{obt}$ (2.654) is greater than the $t_{crit}$ (2.000). In conclusion, the use of PQ4R significantly improves the students’ reading comprehension of narrative text ability.

The students’ responses toward the use of PQ4R strategy have been accommodated by using questionnaire and interview. The data taken showed that the students are interested to use PQ4R strategy because it gives them a lot of benefits. The students stated that PQ4R strategy enriched their vocabulary, helped them to comprehend a text better, retain the information of the text and motivated them to learn reading.

In the other side, the students delivered their problems they faced when using PQ4R strategy in reading. They said that they needed a longer time when they implemented PQ4R in reading narrative text, a few of them also said that there were too many steps they should do when they used PQ4R in reading narrative text. It made them confused and unable to understand the text well.
5.2 Suggestions

The research findings have shown that PQ4R is effective to improve the students’ reading comprehension of narrative text. Thus, it is necessary to provide some suggestions regarding the effectiveness of PQ4R strategy. The suggestions are addressed to English teachers and to further researchers.

The researcher expects that this study can contribute to the teaching and learning process, especially on reading comprehension of narrative text. Based on the research findings, using PQ4R in reading comprehension of narrative text is recommended because every activity in PQ4R strategy is useful for the students. The students had taken some benefits when they use PQ4R strategy in reading narrative text. PQ4R strategy had improved their understanding of a text, enriched their vocabulary and retained the information. PQ4R strategy also helped them to read a text carefully in order to get the information they need. To optimize the use of the strategy, the teachers who would like to use PQ4R strategy have to master every step in this strategy. With a clear understanding, the students will be able to acquire the advantages of this reading strategy. In addition, the teacher had to realize that some students may need a longer time, thus it will be better if the teachers prepare every instrument well.

Furthermore, the further researchers can use PQ4R strategy for different population and sample. It has been revealed that PQ4R strategy has significantly improved students’ reading comprehension of narrative text. The further research can involve the students from different level such as junior high school since they have different character with the students in high school level.