

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestion based on discussions. The findings of the data and discussion in the previous chapters.

A. Conclusion

Teacher professional development has always been the most prominent aspect in any level of education, Nurhayati (2018). This study provides the basis for discussing the results of teaching practice in reading lessons using QAR strategy. As is often seen from the above review, the reading comprehension strategy in Indonesia has focused primarily on students who have difficulty in reading comprehension, although there are many benefits that many readers can feel for the development of the QAR strategy, in turn improve the effectiveness of the use of QAR strategy. Based on the findings of the data and discussion in previous chapters, researcher has a conclusion about the study. The conclusion of this study are:

QAR strategy effective to teach reading comprehension. QAR stimulate students' to think independently before reading the text. This can be evidenced from the data non-parametric test that is the significance of the data acquired. Experiment group mean value is higher than the mean value of the control group.

From the post-test of the experimental group were taught using QAR, which means that the mean score was 80.21 while the group experiment post-test results of the control group was taught by conventional methods given by the researcher, the mean of score was 60.56. QAR strategy helps them to have

a better performance than test of descriptive text. In conclusion, there is a significant difference between the control and experimental groups. Students are taught to use QAR have a better score than students taught without using QAR.

Future developments in reading teaching in Indonesia should be directed to reading the classroom where learners become EFL reader strategies. Another issue that must be addressed by future research forecasts to tackle problems in reading lessons is that to improve the QAR strategy must be done seriously and structured.

B. Suggestions

1. For English Teachers

In teaching and learning reading, the English teacher should select good strategy that is not only interesting but also appropriate with the subject and the students' need such as Question Answer Relationship. This strategy will make students more easy to find the answer relation with the question. The English teacher can use Question Answer Relationship strategy to teach reading comprehension because it is effective to teach in Junior High School. In addition, it is better for teacher to give students with a short text in the beginning so that students are familiar with the identification of questions. Then, the teacher can give them a longer text.

2. For Further Researchers

For further researchers, this research is not perfect yet. The researcher suggested to use Question Answer Relationship strategy not

only in learning reading but also in all kinds of skills in English and they are supposed to conduct the study by giving more treatment. So, the future researcher can make their studies more complete and can use another skills and design.