

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions from result of the research. The conclusion is summary of the implementation of SQ4R strategy on students' reading comprehension. The suggestion given is expected to give both theoretical and practical contribution for a better implementation of SQ4R strategy reading for the English teachers and further research dealing with students' different across learning styles.

A. Conclusion

Based on the result of data analysis that was presented in previous chapter, this research inferred three conclusions drawn on the basis of result. The first conclusions is that there was significant difference in the reading comprehension between students taught using SQ4R and those taught using conventional teaching strategy. The students taught using SQ4R had better reading comprehension than those using the conventional teaching strategy. SQ4R can affect the ability of eight grade students at MTs Al-Huda in reading comprehension. This effectiveness is indicated by increasing of the students score in reading comprehension after implementing the SQ4R strategy compared to the result of student taught using conventional strategy. The treatment fidelity or the quality of the SQ4R instruction is believed as a

contributive factor to the positive effect of SQ4R on students' reading comprehension.

The second conclusion is that there was no significant difference between student with visual, auditory and kinesthetic learning style in reading comprehension, but the students only found visual and auditory learning styles. Students with visual learning style and those with auditory learning style get benefits from teaching strategies in different ways. The learning experience of visual students is and studying charts, drawing or other graphic information, while the learning experience of auditory students is enhanced by reading, explicit instruction and modeling in SQ4R, the use repeating their voice aloud, and the procedural strategies.

The subsequent conclusion is that there was no interaction between teaching strategy and learning styles to students' reading comprehension. Despite the absent interaction of the two-factor combination, the positive effect estimate of learning style implies that in all probability students with visual learning style would achieve better than those with auditory learning style in the long time continuity of SQ4R implementation.

SQ4R regarded effective to foster reading comprehension on the basis of the statistical analysis. SQ4R helped students to feel motivated in reading English texts, gives them good practices of reading strategies, provides them with learning log as the study guide and the record of learning, helps them to understand English text easily, and enhance active engagement as well as

collaboration. Overall, this research has demonstrated that SQ4R is an alternative strategy in teaching reading comprehension.

B. Suggestions

This study gives practical contribution for the institution (MTs Al-Huda Tulungagung), teachers and others researcher. The finding of this research can be consideration for the institution to establish policy on using SQ4R strategy in teaching reading comprehension since SQ4R strategy is an effective way to improve the students' reading comprehension achievement. It is also dedicated to the headmaster of the school to provide a number of materials of English, such as English magazines, newspapers, English cassettes, that can be used optimally by students reading comprehensions. Furthermore, the English teachers may use SQ4R strategy in their reading comprehension teaching learning process, and also the students' learning style that can make the students are motivated to learn.

Teacher of English at MTs Al-Huda Tulungagung beable to select the teaching strategy especially in teaching reading, and it was suggested that the teacher of English use SQ4R strategy that is appropriate to the level of the students to make the students are interested and motivated and do not get bored in learning reading. The researcher also hoped that the teachers of English can teach reading by using SQ4R strategy and know the students' learning styles, because it can make easier to teach them. The

appropriate learning style and strategy make the students motivated and confident. Furthermore, the English teachers may use SQ4R strategy in their reading comprehension teaching learning process. As an education system, teacher and students are familiar with the SQ4R strategy.

For the future researcher, who are interested in teaching reading comprehension for the students who have different learning styles, they can apply the strategy as it has been proved that strategy is effective for students with different learning styles. The researcher suggests having different research design, with a greater number and different level of the students are still need to be carried out. The writer hopes that there will be a study to investigate a good teaching in teaching reading. The technique should not only make students interested but also to make them remember and comprehend the reading passages and the writer hopes, that there will be a study that explores this study in the broader field, with a better research methodology to make the result more applicable.

The SQ4R strategy is effective for teaching reading comprehension of narrative text. It can be implemented to improve students' reading comprehension. In its implementation, the teacher must be aware of the steps and the students' learning style.