

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, the researcher explained that there was an increase in students' participation, motivation and interaction during the teaching and learning process. The students were interested in taking part in the teaching and learning process, students paid more attention to reading activities, and they understood and analysed the text more easily. It can be said that, the teaching of students' reading comprehension through the SQ3R technique has improved. The following conclusions can be drawn:

The use of SQ3R as a technique in English language learning has resulted in the improvement of students' reading comprehension skills in class VIII at SMP Muhammadiyah 2 Pontianak. This improvement was evident from the data and tests collected by the researcher who compared the performance after using SQ3R into the learning process during Cycle I and Cycle II.

Researcher observed a significant improvement between the cycles, with greater progress seen in the tests administered during Cycle II compared to those conducted in Cycle I. The use of the SQ3R technique can improve students' reading comprehension.

The use of the SQ3R technique can improve students' reading comprehension and can be an appropriate strategic solution to help overcome problems in improving students' reading comprehension skills in the process of learning English in the classroom. Thus, the hypothesis of action in this study can be accepted.

B. Suggestion

Based on these conclusions, there are suggestions that refer to teacher, in terms of encouraging students to have better in English, especially in reading comprehension texts narrating the following suggestions:

1. Teacher should continue to monitor students in the steps of the learning procedure to help students who are still confused.
2. Teacher should modify this technique by adding some media when this technique is applied in class to make students more interested in learning.

3. Teacher must manage time efficiently in applying the SQ3R technique in class because there are many activities in the procedure that require more time to spend.

