CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this last chapter, the writer presents (1) conclusions, and (2) suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

Based on the findings and interpretation in the previous chapter, it can be concluded as follows:

From the table analysis of the students who were taught by using SQ3R strategy and those were not, it showed that the p-output was 0.000 and t-obtained was 6.879. Since the p-output was lower than 0.05 level and the t-obtained was higher than the t-table (Df 58 = 1.672), so Ho (the null hypotesis) was rejected and Ha (the alternative hypothesis) was accepted. It can be concluded that there was a significant difference on narrative reading text achievement between the students who are taught by using SQ3R strategy and those are not.

Next, from the table analysis of the students who were taught by using ETR strategy and those were not, it showed that the p-output was 0.008 and t-obtained was 2.737. Since the p-output was lower than 0.05 level and the t-obtained was higher than the t-table (Df 58 = 1.672), so Ho (the null hypotesis) was rejected and Ha (the alternative hypothesis) was accepted. It can be concluded that there was a significant difference on narrative reading text achievement between the students who are taught by using ETR strategy and those are not.

And the last, the result of the study showed that the students who were taught by using SQ3R and ETR strategies got higher score than the teacher's method. From the table analysis, the p-output was 0.000 and the F-obtained was 20.366. Since the p-output was lower than 0.05 level and the F-obtained was higher than the t-table (Df 87 = 1.663). So, Ho (the null hypotesis) was rejected and Ha (the alternative hypothesis) was accepted. It can be concluded that there was a significant difference on students' narrative reading text achievement between those who are taught by using SQ3R strategy, ETR strategy and the teacher's method. It is related to Grabe and Stoller (2013, p. 137) state that instruction in generating questions by using SQ3R strategy in relation to both expository and narrative texts has been shown to positively influence reading comprehension for elementary school, middle school, high school, and college students.

5.2   Suggestions

On the basis of the conclusion above and based on the study that has been done, the writer wants to suggest, first, teachers' of English, especially teachers' of English of MTs Paradigma Palembang to use SQ3R strategy and ETR strategy and the appropriate materials with the students' needs and experiences so the class atmosphere becomes enjoyable and interesting; Second, for the students, especially for the students of MTs Paradigma Palembang, the writer suggests they should learn more about narrative texts in order they can get more knowledge. It would be better for them to use SQ3R strategy or ETR strategy when they read

narrative text in order they can share their experiences or background knowledges. So that, reading narrative achievement will be better than before; The last, for next researchers, by doing this study SQ3R strategy can be applied in teaching reading of expository text and narrative text, and for ETR strategy can be implemented in teaching reading report text and narrative text. So that's why, it will be a source of material in conducting similar studied and future studies.