

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the results of data calculation, the researcher concluded that question answer relationship (QAR) strategy can improve and effective in students' reading comprehension score at the tenth grade of SMA PGRI 02 Kembayan in academic year 2022/2023. The students who are taught after using Question Answer Relationship (QAR) strategy have a better score in reading comprehension. The result of this data shows that the mean score is favoring that most of the students are in Good to Excellent Category. Comparing with the posttest result is after being treated with QAR the value changes and it can be seen from the result of the student posttest, in other words, the treatment does indeed creating changes in student's score. The mean score of the posttest showed improvement from the pretest mean score. In addition, the standard deviation of the posttest is lower than the pretest standard which can be concluded that the dispersion of the student's score is decreasing or in other words the students score is converging and the difference score between one to another students is decreasing. It can be said that question answer relationship (QAR) strategy was effective to be used in teaching reading comprehension at tenth grade SMA PGRI 02 Kembayan in academic year 2022/2023.

It means that all students are successful in understanding of five indicators of reading comprehension. The class situation changes after the implementation of question answer relationship strategies, the students become more active than the previous condition. The students become actively involved in the teaching and learning process. The class atmosphere becomes more alive when the watching and learning process occur. By discussing the text and doing the task by self, the students are interested engaging themselves in improving reading comprehension. They understand more main idea, detail information, reference, inference, and vocabulary of text by participating in all

activities conducted by the researcher. The students' interest and curiosity support them in learning reading comprehension.

The writer also wrapped this research into a very simple understandable explanation on what really happen in this pre-experimental research: One, the purpose of this study is to find out the effectiveness of QAR Strategy on students' reading comprehension especially in explanation text material and research finding above suggest that QAR strategy indeed give effect toward students' reading comprehension specifically in explanation text and also the effect level is at moderate level; however due to the circumstance that this research is a pre-experimental further research on the same field need to be done in order to enrich the data finding of using the same learning strategy. Second, the success of this strategy is not an instant it needs full attention and understanding from the student and teacher alike to avoid any misconception during learning process of using this particular strategy. Third, by enabling the student to predict they learn how to guess and learn to be bold in class at delivering their argument and thoughts during learning session. This is recommended that the teacher use this strategy to be used within the reading session when learning English subject. The researcher dare to give such recommendation because it is based on the finding above that the treatment of using Question Answer Relationship (QAR) Strategy is effective and the size of the effect is at moderate level or high enough to be recommended.

## **B. Suggestions**

Based on the result of this research, the researcher would like to give suggestion to teacher, student, and fellow researcher. The suggestions are as follow:

### **1. To the teachers**

The researcher would highly recommend this strategy to be implemented in learning process with in SMA PGRI 02 Kembayan especially in learning English. This is due to the circumstance that the result from the research shows positive effect being given by Question Answer

Relationship (QAR) Strategy. Also, this strategy are easy to implement and convenient for the teacher to be implemented. But, the writer would remind the teacher that this strategy is best suited for reading session in learning English only; and would be unlikely inconvenient if the teacher implement this strategy to learn other English skills like Speaking, Writing and Listening.

## **2. To the students**

The researcher would like to suggest the student to maintain their critical thinking ways in predicting. Because the importance of having a critical mind is crucial not only in learning English but also other subjects as well. Also, the researcher would suggest the student to maintain reading thoroughly; this is due to circumstance that when the student did their test the kind of test they will face would probably in form of multiple choices; and to be able to answer each question the student need to read thoroughly and carefully each questions and decide the correct answer in order to past the test and get the best score possible.

## **3. To the researchers**

The researcher would also suggest the next researcher who would research on Question Answer Relationship (QAR) Strategy and the effect of this strategy toward the same skills or a different one. The researcher would highly recommend using other form of research such Quasi Experimental or Action Research to get more concrete and representative data that would bring more comprehensive knowledge relating to QAR Strategy. Moreover, the researcher also recommends using other text as the learning material to research on. This is in order to enrich the knowledge of implementing QAR Strategy toward students' reading comprehension. Lastly, the researcher would highly recommend to the other researcher to explore more in researching QAR Strategy; and it would be in a best interest to research deeply on some of the aspects in reading comprehension.