

CHAPTER V

CONCLUSION AND SUGGESTIONS

This part is presents the conclusions of the research and suggestions for teacher, students, and another researcher.

5.1 Conclusions

This research was conducted from June 6, 2024, to June 15, 2024, to describe the implementation of the SQ3R method in teaching descriptive text and to figure out whether or not the implementation of the SQ3R method improved students' reading comprehension skills. The recapitulation of the research results as follows:

5.1.1 Implementation of the SQ3R method to improve the students' reading comprehension.

Based on the result, the implementation of the SQ3R method in the grade VII C of MTs Ma'arif NU 1 Ajibarang was successful in improving the students' reading comprehension skills. It could be viewed from the observation results that student actively participated in class; they asked about the terms they did not know, actively summarized the content of the text, and actively discussed the vocabulary they found. This reflected that they are enthusiastic and interested in implementing the SQ3R method in class (See Appendix 6).

5.1.2 The Effectiveness of the SQ3R as a method to improve the students' reading comprehension skills.

The implementation of the SQ3R method for teaching reading was effective in improving students' reading comprehension skills. This was proven by the fact that the mean score was 59.48, then increased to 70.62 in cycle 1, with a percentage improvement in students' reading comprehension of 18.73%. In post-test 2, the mean score increased again to 86.05, with a percentage improvement in students' reading comprehension from post-test I to post-test II of 21.85%. The test score of students' reading comprehension skills from pre-test to post-test II improved by 45% compared to before the treatment. In addition, the researcher also conducted statistical analysis using a paired T-test to determine whether the hypothesis was accepted or not. The result of the significance value (sig. 2-tailed) was 0.00, which was lower than 0.05, which means that H_a (the alternative hypothesis) was accepted. Therefore, it could be said that the SQ3R method was effective in improving students' reading comprehension skills.

5.2 Suggestion

Based on the results of the significance of using the SQ3R method, there are several suggestions and recommendations in accordance with this research.

Here are some suggestions:

1. For Teachers

In text learning, using the SQ3R method improved the students' reading comprehension skills. As seen in this research, the students' reading scores increased after the use of the SQ3R method in the learning process. Based on the

results of this research, the researchers suggested the teacher consistently used the SQ3R method in the class to help students develop effective reading skills, and teachers can adapt the SQ3R method with various reading texts that are adjusted to the material, learning objectives, and level of reading difficulty.

2. For students

The reading comprehension skills of the students in grade VII C improved after the implementation of the SQ3R method. Applying the steps of this method helped increase students' curiosity about the text and made it easier for them to remember every piece of information from the text. The researcher advised the students to implement the SQ3R method outside of class, such as when studying material and other various types of texts. This was done so that students could continue to increase their reading capabilities.

3. For other researchers

This study was carried out on learning descriptive text in the grade VII of MTs Ma'arif NU 1 Ajibarang. Other researchers could conduct this research on various types of texts and explore the effectiveness of the SQ3R method in various populations and other educational levels. Other researcher could also conduct a comparative study between the SQ3R method and other reading learning methods.