

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The researcher came to a few conclusions and recommendations as a result of analyzing and applying the data he had gathered to the implications of the implementation of the SQ3R (survey-question-read-recite-review) technique for the 8th grade at SMPN 49 Surabaya in the academic year 2020/2021 on the students' reading comprehension, which was carried out in an online classroom. The researcher also made some suggestions for further research. The conclusion of this chapter is meant to include a summary of the findings of this research, as well as some recommendations for readers. These recommendations are aimed at a variety of audiences, including English teachers, students, and other researchers.

#### **5.1 Conclusion**

Based on the observations and talks, the researcher came to certain conclusions. The implementation of the SQ3R (survey-question-read-recite-review) technique in Cycle 2 was found to be preferable to the implementation in Cycle 1. According to the findings of the observations, the majority of students in cycle 2 performed admirably, expressing an eagerness for learning and being actively involved in the learning process. The researcher discovered that using the SQ3R technique had a significant impact on improving reading comprehension in students. The sessions were beneficial to the students in that they assisted them in developing their reading comprehension skills. In the SQ3R approach, it was

expected that students would be able to generate reading comprehension ideas when they were being treated.

Preliminary results showed that the mean score was 66.52, with the lowest score being 56 and the best score being 80. In the test, only 7 students (18.42%) passed the test since they met the criterion of minimal completeness (KKM) which is  $> 75$ . Then, in cycle 1, there were some improvements achieved by the students of class 8-D after doing the action such as the mean score was 74.21. The lowest possible score was 60 at that point. The highest scores were improving significantly from pre-test to post-test conducted, with scores increasing from 80 (pre-test) to 84 (post-test cycle 1). In post-test cycle 1, there were some improvements in the students who passed the test, which amounted to 21 students in total (55.26%). The results of cycle 2 revealed that the mean score was 81.89. The highest possible score was 92 at that point. For the time being, the lowest possible score was 72. In terms of the number of students who passed the tests as a measure of the research's performance, the number of students who passed the tests was 33 students overall (86.84%). It indicated that the research was ended in accordance with the Minimum Mastery Criteria (KKM) standard at SMPN 49 Surabaya, where the indicator of a successful learning process is that at least 75% of students' scores are more than 75.

A successful implementation of the SQ3R technique was achieved with the students of SMPN 49 Surabaya for the 8th grade in class 8-D. A significant improvement in the application of the SQ3R was observed among the students during the period of the research. According to the results of the pre- and post-tests,

the SQ3R approach had a significant positive impact on students' reading comprehension achievement in class 8-D. Therefore, this strategy would be ideal for use with students in the 8-D learning environment. As a consequence of conducting the research through the use of SQ3R, the students were able to participate more actively in the class activities as a result of their involvement. They took part in all stages of the process with enthusiasm and had a real interest in learning. The students' performance also increased as a result of their study of reading comprehension texts, which was conducted in the online classroom. Considering what had been acquired from the research hypothesis computation, it was feasible to conclude that the research hypothesis had been accepted.

## **5.2 Suggestion**

At the end of this chapter, the researcher would like to provide some recommendations that she believes will be useful to others who are interested in the topic:

### **5.2.1 The English Teachers**

It is strongly advised that English teachers apply a variety of strategies in order to be properly equipped for the task of instructing reading comprehension to their students. Teachers at SMPN 49 in Surabaya, in particular, should benefit from this study since it will offer them with a fresh way to teaching reading comprehension and will assist them in the

implementation of SQ3R. Student's will have a great understanding of reading comprehension as a result of this experience.

### 5.2.2 Students

The outcomes of the research will help to improve the understanding of the SQ3R technique. If students learn about effective strategies such as SQ3R, they can study English in a more convenient, supportive setting that leads to more performance and reading. Students should be encouraged to participate more actively in the teaching-learning process. They must have a positive attitude and work more in their studies, as well as read more. The students should pay close attention to the teacher's explanation of the material. If the teacher gives the order, they can complete the task precisely, and they can complete the exercise successfully.

### 5.2.3 Other Researchers

According to the findings of the research, using SQ3R technique can help students improve their reading comprehension. Using the SQ3R technique, this research can assist other researchers in developing reading comprehension strategies, which can be particularly useful in the classroom. Also feasible is that other researchers will build on the same research in order to further expand it and investigate it across a wide range of academic areas.