

## CHAPTER V

### CONCLUSION AND SUGGESTION

The last chapter of this research is conclusion and suggestion. In this chapter, the writer presents the conclusion of research findings in relation with some discussion in previous chapter. Besides, this chapter also provides some suggestions for the teacher, the students and next researchers which are expected bring some benefit.

#### 5.1 Conclusion

After conducting the research and based on the research findings and discussions, the researcher found that question answer relationship activities significantly influenced on student's reading comprehension in narrative text on the 8 grade at SMP Muhammadiyah 4 Giri. The student's score of post-test also showed the influence of question answer relationship activities on students reading comprehension of narrative text. Where, the experimental group' scores of post-test was 75.62 and the control group' score of post-test was 65.20. Based on the result of hypothesis testing showed that sig. (2-tailed) of both group was 0.001. It showed that the significance was less than  $\alpha$  (0.05) or ( $0.000 < 0.05$ ). It means, question answer relationship give significant effect on reading comprehension aspect which is vocabulary and background knowledge. So, the null hypothesis can be rejected and it can be concluded that there was significant influence in using question answer relationship activities on students reading comprehension of narrative at text 8 grade SMP Muhammadiyah 4 Giri.

From the result above, the researcher concludes that the implementation of question answer relationship activities has positive effect on students reading comprehension of narrative text. Question answer relationship activities can help the students to know the different of question and answer the questions easier, while the teacher only guides them by giving some clues related to the topic. From the result of this research, the researcher found that there was significant influence in using question answer relationship activities on students reading comprehension of narrative text. So, the researcher concludes that question answer relationship activities also can be implementation in teaching reading as a foreign language.

## **5.2 Suggestion**

From the conclusion above, the researcher provides some suggestions to improve students reading comprehension by using question answer relationship activities on the 8 grade at SMP Muhammadiyah 4 Giri. Whereas, the success in teaching doesn't depend on the lesson program only, but more important is how the teacher presents the lesson and use various techniques to manage the class more lively and enjoyable. The suggestions are given for English teacher, students and the next researchers.

### **5.2.1 English Teacher**

The findings of the research can support English teacher in using question answer relationship activities as an alternative strategy in teaching English reading comprehension for junior high school. Besides, English teacher is should choose the materials that are appropriate. Then, The teacher should keep control the

student activities. So, The teacher should present the language in an enjoyable, relaxed and understandable way.

### **5.2.2 Students**

It is suggested that the students should be engaged in the whole activities in order to improve their reading comprehension. The students are hoped not to be shy in acting out their role. Whereas, the students are hoped to be active and creative in enriching their vocabularies and to make them easier to comprehend the text. Then, the students are hoped to use English when they practice question answer relationship activities although it is hard for them.

### **5.2.3 Other Researcher**

It is necessary for another researcher to conduct a further research in order to deepen the treatment. Besides, the next researchers should do the research intensively so the result can be valid and accountable. Then, if the next researchers who want to conduct research using question answer relationship activities are expected to conducted this research with different media, level, area and different students' condition.