CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study. The conclusions based on the result of the study which was discussed in the previous chapter. It also presents some suggestions related to the implementation of Question Answer Relationship (QAR) strategy in reading comprehension.

1.1 Conclusions

Based on research findings in the chapter four, the researcher concluded that the implementation of Question Answer Relationship (QAR) strategy could improve students reading comprehension. It could help students answer the question easily because students know how the way answer the questions related the text with clearly and also students can understand about the content of the text after they answer the questions by classifying the questions into types of Question Answer Relationship (QAR) strategy, so they can imagine about the text that they have been read, and also they can make conclusion what the text about. The using Question Answer Relationship (QAR) strategy supported students average score of pre test was 66 is lower than the average of students score of post test was 79. The use of Question Answer Relationship (QAR) strategy in teaching reading comprehension make students become fascinated with the language and this increasing their enjoyment of the study.

In this research, the effective procedures of Question Answer Relationship (QAR) strategy in teaching reading are as follows:

1. Give explanation about the purpose and types ofQuestion Answer Relationship (QAR) strategy.

2. Divided students into some groups consists of 4-5 students.

3. Give an interesting reading text to the students.

4. Ask students to read the text.

5. Ask students to answer the questions related to the text by classifying the questions in to types of Question Answer Relationship Strategy.

6. Ask students to make prediction what are the content of the text after they read and answer the questions.

7. Ask students to compare their prediction after they were answered the questions related to the text by classifying the questions in to types of Question Answer Relationship Strategy. In this case, students can imagine the content of the text.

8. Ask students to discuss with their group about their knowledge about the text.

9. Ask students to make conclusion about the content of the text after they were discuss with their group.

5.2 Suggestion

In this study, the researcher has two suggestions as follows:

5.2.1 For the Teacher

Method in teaching learning process is very important because it can improve student's skill especially for teaching English. In this case, the teacher

can apply Question Answer Relationship (QAR) strategy as way to teaching
English in the class especially in teaching reading comprehension. Question
Answer Relationship (QAR) strategy also can be used as often as possible to
improve students reading comprehension. Besides that, in teaching reading for
teen, teacher should be patient because they need more attention.

5.2.2 For the Next Researcher

In the future, researcher who will applyQuestion Answer Relationship
(QAR) strategy as their research, the researcher suggest that they conduct a
classroom action research and they can find another variation or modification at
this technique in order to get more variation of this strategy.