

## CHAPTER V

### CONCLUSION AND DISCUSSION

This chapter presents conclusion of the research based on the result of the experiment and suggestion for the students, teachers, and researchers.

#### 5.1. Conclusion

Based on the result of data analysis from gained score of experimental and control class, there is significant difference based on the statistical analysis using manual calculation and using SPSS 21. In manual calculation, it was found that the value of  $t_{\text{observe}}$  was 3,4 and the value of degree of freedom was 72 at the degree of significance was 1,66. In SPSS 21.0, it was found that the sig (2-tailed) was 0,001 with  $df = 72$ ,  $t_{\text{table}}$  of  $df$  72 at significance 5% was 1,66 and  $t_{\text{observe}}$  was 3,4. Clearly, it can be seen that the value of  $t_{\text{observe}}$  was greater than  $t$  value of  $t_{\text{table}}$  at 5% significant level or  $3,4 > 1,66$  and sig. (2 tailed) was lower than 0,05 or  $0,001 < 0,05$ . It means that the null hypothesis ( $h_0$ ) was rejected, and the alternative hypothesis ( $h_a$ ) was accepted. Based on the result calculation, it could be interpreted that  $h_a$  stated there was significant differences of between students who were taught by using SQ3R method in reading comprehension of narrative text than the students who are not taught using SQ3R method. So, using SQ3R method is effective to improve reading comprehension of narrative text of tenth grade students in MAN 1 Jepara in the academic year of 2018/2019.

#### 5.2. Suggestion

After conducting the research, the researcher would like give some suggestion as follow:

Survey, Question, Read, Recite, Review (SQ3R) method is interesting to be studied. This study still has many lacks. SQ3R method is a method that consists of many steps to improve reading comprehension. The focus of this study is in reading comprehension of narrative text on tenth grade of MAN 1 Jepara in the academic year 2018/2019. This method also recommended applied in teaching reading comprehension of students Junior High Schools because it is effective to make students easier to understand the content and meaning of the text.

In this study, the researcher presented narrative text as the material. Other researchers can apply this method in teaching the other kind of texts in English beside narrative text. For the other researchers, hopefully, can be useful as theoretical references to conduct similar studies with different variables and conditions and focus on the aspects of reading comprehension. The other researchers can also consider the weakness of the finding in this study, so that they can conduct better research.

