

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents the conclusion of the research that has been done. The researcher presents it starting from the conclusion of the research problem to the result of obtaining the data. The researcher also provides suggestion based on the research

#### **A. Conclusion**

The issue among junior high school students was that they often faced challenges in English reading comprehension, particularly as beginners, which limited their ability to answer questions, draw conclusions, and identify main ideas in texts. Observations at SMP Negeri 2 Sintang indicated that the deficiency of effective English instruction at earlier educational levels contributed to students' difficulties in understanding texts. This highlighted the urgent need for instructional strategies that could enhance reading comprehension skills.

Based on the problems the researcher found, the SQ3R technique emerged as a promising strategy, as it provided a structured approach to reading that improved comprehension, retention, and engagement with texts. Additionally, it supported the development of critical thinking skills. Therefore, implementing the SQ3R technique was recommended as an effective solution to address the low reading comprehension skills of junior high school students, particularly for those who began learning English at this stage.

Based on the data collected, it was evident that the implementation of the SQ3R technique led to a significant improvement in students' reading comprehension. Pre-test and post-test comparisons showed that the proportion of students in lower achievement categories (Poor and Fair) decreased from 73% to 9%, while higher achievement categories (Good, Very Good, and Excellent) increased significantly, with 21% reaching Excellent, a level not observed in the pre-test. Statistical analysis confirmed the significance of this improvement ( $t = -11.09, p < 0.001$ ), demonstrating the strong positive effect of SQ3R on students' reading performance.

Questionnaire results further indicated that students' abilities in identifying main ideas, determining important information, vocabulary comprehension, text structure, and reading confidence improved to some extent after the treatment, particularly in determining important information (66.43% positive responses). However, many students still showed neutral responses in other areas, suggesting that additional guided practice and strategy-focused instruction were necessary to build confidence, consistency, and effective reading strategies.

Overall, the findings confirmed that the SQ3R technique was an effective method for enhancing students' reading comprehension while also highlighting the ongoing need for support to strengthen reading skills and confidence in English.

## **B. Suggestion**

In this section, the researcher presents several recommendations derived from the pre-experimental research that was conducted. The findings indicate

that the SQ3R technique effectively supported English learning, particularly in enhancing students' reading comprehension. Accordingly, the researcher provides suggestions aimed at teachers, students, schools, and future researchers to further develop reading skills and optimize the benefits of the SQ3R method.

1. For Teachers, English teachers are encouraged to continue applying the SQ3R technique in their teaching, offering regular guided practice and closely monitoring student progress. They should also focus on helping students improve their ability to identify main ideas, understand vocabulary through context, and recognize text structures.
2. For Students, students are advised to consistently utilize the SQ3R steps in independent reading activities. Developing routines such as questioning, summarizing, and reviewing texts can enhance comprehension, retention, and reading confidence.
3. For Other Research, further studies could examine the long-term effects of the SQ3R technique on reading comprehension and expand research to different educational levels or reading materials. Investigating the combination of SQ3R with other instructional strategies may also help maximize reading outcomes.
4. For Schools, schools are recommended to incorporate structured reading strategies, such as the SQ3R technique, into the English curriculum, particularly for junior high school students who are beginning English learners. Providing basic training and necessary resources for teachers can

help ensure effective implementation and improve students' reading comprehension.

5. For STKIP Persada Khatulistiwa, STKIP Persada Khatulistiwa is encouraged to provide professional development programs and workshops for English pre-service teachers, focusing on effective reading strategies like SQ3R. By equipping future teachers with practical skills and techniques, the institution can contribute to improving students' reading comprehension in schools where these graduates will teach.