

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

1. The researcher deduced based on the data analysis, research results, and discussion presented in the prior chapter that, Question Answer Relationship strategy can be used to understand what they read can be greatly enhanced by using the relationship technique. The qualitative findings support this hypothesis..This can be seen from the results of the research that has been collected. The data collected is qualitative and quantitative data, qualitative data is obtained by observation, interviews, diary notes, documentation, and test, meanwhile quantitative data is obtained from student test scores. Analysis of qualitative data shows that as a result of these measures, students are more engaged and enthusiastic about their studies. Meanwhile, based on the results of quantitative data analysis, there is an increase in students' scores indicating that they are increase in their reading comprehension ability. Based on the theories and previous studies, it can be seen that the QAR (Question Answer Relationship) strategy can improved students' reading comprehension skills. It is means that the research question has been answered, that the QAR strategy can improve the reading comprehension skills of tenth grade students at SMA AL-Hidayah Medan.
2. Students' struggles with reading comprehension and understanding the text's major ideas. The factor that influencing the difficulties is the lack of vocabulary mastery. Because of this, the study's authors recommend that

students always have a dictionary on hand during any kind of classroom activity in order to better master new words.

B. Suggestions

Some recommendations will be made toward the English teacher and other researchers based on the foregoing findings and their outcomes. Here are some recommendations:

1. To the students

There has to be additional reading comprehension exercises for the students so that they can better understand English text. They need to be in a setting that encourages growth and development. They can open themselves to their peers or instructor without fear of repercussions when they hit a snag. They need to encourage themselves to put in the necessary work to improve their academic performance. Reading comprehension can be boosted by using the question answer relationship strategy. They should delve more deeply into the benefits that reading provides for them.

2. To the English teacher

To maximize the efficacy of reading instruction and student learning, English teachers should employ a wide range of reading tactics in the classroom. It's possible that if students reading comprehension skills were enhanced, they would have an easier time reading and understanding complex texts. When students are having trouble understanding what they're reading, a question-and-answer relationship method can be a great way to boost their knowledge and help them go forward.

3. To the future researchers

More research is needed to confirm these findings and determine if or whether there are additional benefits to using the question answer relationship strategy to boost students' reading comprehension. As many children in Indonesia appear to be experiencing the same difficulty, it may be useful for other researchers to conduct this study in various school contexts. This is because reading is not yet ingrained as a cultural norm in Indonesia.

