

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

Based on the results of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

This research completed two cycles. 28 January–7 February 2020 was the research period. Question-answer relationship method works on first and second runs. Question-answer relationship strategy was used in both cycles to improve reading comprehension. The diary notes, student comments, and teacher perspectives regarding the action in the interview transcripts show that. Reading comprehension may improve with question-answer relationship strategy. Question-answer relationship strategy helps students memorize vocabulary, understand text content, and retain information.

The study discovered that student reading comprehension improved from the pre-test to the first and second cycles. The mean pre-test reading comprehension score was 58.8. Students scored 1765 and 26.6% got the minimal passing grade. Qualitatively, students had trouble reading English. In the first cycle, the mean post-test I score was 68, indicating low reading comprehension. Students scored 2040 and only 53.3% got the minimum passing grade. Qualitatively, reading comprehension improved, but many students were remained disengaged. Finally, the second cycle improved students' reading comprehension. Post exam II students averaged 76,8. Students scored 2305. 24 students—80%—passed the minimum grade. Second cycle post-test was successful. Learning went well. Teaching and learning improved. To

conclude, question-answer relationship strategy can boost reading comprehension and interest in English learning.

a. Implication

The question-answer relationship method was one of many reading strategies that helped students understand reading, according to the study. Improved reading comprehension would help them comprehend and retain textual material. This study showed that classroom actions improved students' reading comprehension. The data suggest that teachers can utilize question-answer interaction method to teach reading. Students should employ a question-answer relationship technique to grasp and comprehend a book.

b. Suggestions

The suggestions are as follows.

1. To the English teacher

To improve reading instruction, the English instructor must change reading tactics. Reading comprehension can help students understand texts better. Question-answer relationship strategy can help students with reading challenges by improving their reading comprehension.

2. To the students

Students require greater reading comprehension exercise to understand English literature. Find a learning environment. They can discuss issues with friends or teachers. They should also push themselves to study hard to succeed. Question-answer relationships improve reading comprehension. They must comprehend the benefits of reading.

3. To other researchers

This study needs to be repeated to identify other ways to improve reading comprehension through question-answer relationship method. As many Indonesian children

seem to have the same issue, other researchers may benefit from conducting this study at different schools. Because Indonesians don't read yet.

