

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In line with the result of the research, the conclusions of this research are:

1. There is significant increase in students reading comprehension of recount text taught through SQ4R at the second year of SMPN 5 Bandar Lampung before and after being taught through SQ4R strategy, as seen from the result of the hypothesis which shows that at significant level of $p < 0.05$ ($p = .00$), in which the students' mean score in pre-test is 59.64 which have increased to 72.50 in post-test, with 12,86 of gain. It means after implementing SQ4R the students are able to comprehend recount text quite well.
2. By implementing SQ4R, the students become more active to learn recount text reading the class. Since SQ4R gives them chance to be actively reading and involved with the text, so that they enjoy the class during the teaching learning process.
3. SQ4R could give opportunities in developing interaction between students themselves and also with the text. In learning recount text of reading, the students are given chance to express their idea while comprehending text.

B. Suggestions

Based on the result of this research, the writer purposed suggestion as follows:

1. Considering the strategy, the writer suggests the English teachers will apply SQ4R as one of the ways in teaching reading comprehension of recount text because it can help the students in comprehending the text easier.
2. Considering the students' problem in vocabulary mastery during the treatments, the writer suggests the English teacher will increase the percentage of vocabulary discussion during the lesson and the test, for example from 18% to 20 %.
3. In this research, the writer used SQ4R to help students of Junior High School, especially in recount text. Further researchers may conduct this strategy on different level of students, for example Senior High School. They can apply other kinds of texts, for examples, narrative, descriptive, exposition, spoof, report text etc.
4. To improve the students independency, the writer suggests the teacher to let the students work in group since group work can provides learners with an opportunity to learn from each other in an active, involved way. In addition, it temporarily takes the control away from the teacher and gives it to the learners.