V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After conducting the research at SMP Negeri 8 Bandar Lampung from 02nd Mei until 19th Mei, 2012 and analyzing the data, the writer draws conclusions as follows:

1. There is significant difference of reading comprehension achievement between student who are taught through SQ3R and those taught through translation technique at the second year of SMP Negeri 8 Bandar Lampung, it can be seen from the comparison of the mean in both classes. In the experimental class 1 the increase of the students' reading comprehension was 26.64. It was very different from the experimental class 2 where the increase of students' reading comprehension achievement was only 11.42. Here, the experimental class 2 gained the lower mean in the increase of students' reading comprehension than the experimental class 1. The score difference is 15.22, (the increase of mean experimental class 1 – the increase of mean experimental class 2), meaning that the experimental class 1 gained higher than experimental

class 2 in the increase score. In the other words, SQ3R technique is better than Translation technique in teaching students' reading comprehension achievement.

2. By implementing SQ3R technique, the students become more active to learn narrative text reading in the class. Since SQ3R gives them a chance to be actively reading and involved with the text, so that they enjoy the class during the teaching learning process.

3. Translation techinque can be used in comprehending the text. Since this technique can increase students' vocabulary. But we have to be carefully to choose the difficulty of the text. Since the students will be bored to translate it. The learning process automatically does not run well.

5.2 Suggestions

Based on the findings of the reseach above, the writer would like propose some suggestions as follows:

1. Since teaching reading comprehension through SQ3R technique gives better result and is more effective in teaching and learning process, The English teachers are suggested to apply SQ3R technique as variation of techniques in teaching reading comprehension.

2. The writer used SQ3R technique to help the students of Junior High School in comprehending their narrative text. Future writers may conduct

this technique on different level of students and apply other kinds of text, for example descriptive text, exposition text, spoof text, etc.

3. Translation technique can increase students' vocabulary, the writer suggest the English teacher to combine their technique with this technique to increase students' vocabulary.