V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestions based on the data presentation and analysis from the previous chapter. This chapter is divided into two parts, the first is conclusion, and the second is suggestion.

5.1. Conclusion

In line with the data analysis and the results of the research previously presented, the researcher draws the conclusion as follows:

1. There is a significant increase of students' reading comprehension achievement of folktale after they are taught through SQ3R technique. It has been proven by the gain (15.3) of the students' mean score in posttest that is higher than the mean score in pretest. In experimental class, the mean score increases from 63.2 in pretest to 78.5 in posttest. The test shows that at significant level of $p < 0.05$ (p=.000), it is attained that t-ratio is higher that t-table, that is $0.00 < 0.05$.

2. SQ3R technique is appropriate and effective to be used in increasing students' motivation and activities in reading folktale It can be seen from their enthusiasm and participation during learning process. It is intended to make them actively involved in the process of learning.

3. By implementing SQ3R technique, the students become more active in their reading, because the five steps of SQ3R technique (Survey, Question, Read, Recite, Review) can lead the students to active reading. This technique emphasizes to make the students to be

an active reader in comprehending their text so that the students have the skill to comprehend the text clearly and quickly.

5.2. Suggestion

Referring to the conclusion above, the researcher would like to purpose some suggestion as follows:

1. Since the SQ3R technique can be used to increase students' reading comprehension achievement, it is suggested that the English Teacher should apply SQ3R technique in teaching reading comprehension achievement as alternative technique, because the students are led to be active , since they have to share ideas within their groups in Question and Recite stages.

2. In question stage, the teacher should teach the students how to make questions in English, because some students made mistakes in making question in English although they know what they meant.

3. The teacher should divide the students into groups. By dividing them into groups, the teacher can use the time efficiently in controlling the whole students.

In summary, it was assumed that SQ3R technique can engage the students in active learning since it invites the students to share their understanding with one other group discussion. And at the end, the students will be able to do the exercise independently. It was expected that this research can give positive contribution and reference for further studies in applying SQ3R technique in reading comprehension.

80		
		■ Pre test
60		□
40		
20		
0		
Pre test	**Post test**	