V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the data analysis, the researcher draws some conclusions as follow:

a. Learning Process

SQ3R Technique is proved to increase the students’ participation in reading of narrative text activity during the teaching learning process. The table shows that in cycle 2, more than 80% students are actively involved during the teaching learning process. They actively ask some questions, answer the teacher’s question enthusiastically in following every steps of SQ3R technique, especially in group activity when they have to find out their own questions related to the topic under discussion. In this step they realize that they should not be passive.

b. Learning Product

SQ3R Technique is proved to increase the students’ ability in reading of narrative text. This can be seen from the results of the students’ test. In cycle 1, there are 17 students (47.22%) who passed KKM. In this cycle, the average score of the test is 60.8. While in cycle 2, there are 34 students
(94.44%) who passed KKM. In addition, the average score of the test in this cycle is 90.8. It shows that there is the increase in cycle 2 (47.22% improvement or 30 in average score).

c. Teacher’s Teaching Performance

The teacher’s performance in reading class increases when the SQ3R Technique is implemented. It is proved by the data from the teacher’s performance observation sheet in cycle 2. The technique forces the teacher to be more active, creative and communicative in reading class. It means the technique makes the students-teacher relationship became more alive and communicative than without using SQ3R technique.

B. Suggestions

Based on the conclusions above, the researcher puts forward the following suggestions:

1. English teacher of senior high school should consider the implementation of SQ3R Technique in teaching reading of narrative text to increase the students in involving teaching learning process, her performance in teaching reading and the students’ reading comprehension achievement. As discussed in earlier section, the technique can used to make the students actively involved in the learning process. Besides, the technique forces the teacher to be more creative and communicative. Therefore, it will make the atmosphere of reading class become more alive and communicative.
Finally, because SQ3R Technique is good to increase the quality of the teaching and learning process, so it will automatically improve the learning product.

2. English teachers should have wide knowledge about the topic of the reading texts when she implements SQ3R Technique in reading class. So, besides preparing the lesson plan, she also should prepare more than one topic from different sources. The text will help the teacher to act perfectly as a facilitator in reading class to answer students’ questions.

3. It is hoped that this research can contribute such a reference for future research in applying SQ3R Technique in reading class especially to teach narrative text or the other non-fiction texts.