

CHAPTER V

CONCLUSION, IMPLICATION, SUGGESTION

After discussing the finding of this research displayed in the preceding chapter, it comes to the last chapter. In this chapter, conclusion, implication, suggestion are presented.

A. Conclusion

Holding on the data analysis and the discussion results that have been displayed in the preceding chapter, some conclusions are made as follow;

1. Teaching using QAR strategy is more effective than using conventional strategy in reading activity at the Marketing department eleventh grade students of SMK N 1 Surakarta in the academic year 2017/2018.
2. Teaching using QAR strategy is effective in arousing students' motivation in learning activities at the Marketing department eleventh grade students of SMK N 1 Surakarta in the academic year 2017/2018.
3. There is correlation between the strategy of QAR and the students' motivation in improving students' reading skill at the Marketing department eleventh grade students of SMK N 1 Surakarta in the academic year 2017/2018.

From the conclusions above based on the discussions the finding of this research, the researcher comes to a conclusion that the QAR is an effective strategy in affecting students' motivation and in improving students' reading skill at the Marketing department eleventh grade students of SMK N 1 Surakarta in the academic year 2017/2018.

B. Implication

There are two implications offered in this research. They are theoretical implication and practical implication.

1. Theoretical Implication

The result of this research is comparable to the previous research carried out by Aminudin Noor (2015:10) which took a summary that the QAR strategy is effective in arousing students' motivation and can improve students' reading skill. Mashur (2015) of which the study came to a condition of the effectiveness of QAR technique and achievement motivation toward student's reading ability. He concluded that the QAR strategy was more effective in achievement motivation toward student's reading ability than the conventional was. Because the QAR can cause the student have good strategy in understanding texts by questions and make students interested and active. The other study was done by Leah H. Kinniburgh and Sandra S Prew (2010). They found out that the application of using Strategy of Question Answer Relationships (QAR) was able to enhance young students' reading comprehension and accommodate the strategy being an effective base for gaining reading comprehension in order that students could move into higher classes and comprehend text. The study done by Mehrnaz Hosseini Fard (2014) is inline to this research. It proved that the Question-Answer Relationship (QAR) strategy affected. It also gave some incentives for the researchers in the fields of applied linguistics, psychologists, language teaching methodology, English for Specific or Academic Purpose, and many other language-related areas of interest who are interested in improving reading comprehension ability of EFL students. This study is also comparable to the study carried out by Apaporn Rothong and Maneerat Ekkayokkaya, Ph.D (2013). This study resulted that the QAR can actually be used as a strategy for before, during, and after reading instruction because high and low proficient students perceived reading differently, reading materials need to cover a range of genres and vary in readability levels.

Referring to students' motivation, this research has the same points to Good and Brophy (1992:360), exclaiming that motivation is an

internal move of a person that activates his/her behaviour. It directs himself/herself to do something. It is important thing that students have to have

2. Practical Implication

From the conclusions above based on the discussions the finding of this research, firstly, students taught by applying the QAR strategy can be motivated in taking part in reading learning activities compared students taught by the usage of translation strategy. The students taught by applying the QAR strategy get confidence and comprehension in understanding the kinds of questions therefore they can improve their reading skill. Those can be outlined that the QAR strategy is an effective strategy in affecting students' motivation and in improving students' reading skill at the Marketing department eleventh grade students of SMK N 1 Surakarta in the academic year 2017/2018. Those can be proved by the previous data as the research results. QAR strategy gives vigorous and curious situation that can motivate students in reading activities.

C. Suggestion

After carrying the research and having the result, the researcher would like to offer some suggestions that may be agreed. The suggestions are for;

1. The English Teacher

English teacher can read this research to get not only theoretical benefits but also practical benefits. Theoretically, teacher can learn new strategy and how to apply it apply. He/She can add this research as additional reference of his/her knowledge of how the QAR strategy is applied in teaching English reading and how it affects to student's reading skill. This research can also donate practical benefits to teacher. In teaching reading, especially in improving students reading skill, there are many strategies that can be applied. An English teacher has to either mastery the characters of each strategy and of course understand well

his/her students' characters. When the students have less motivation, teacher has to apply a strategy to improve their motivation. QAR is a reading strategy in which students categorize comprehension question according to where they get information they need to answer each question. The students are asked to identify whether the information they use to answer the questions about the text is textually explicit or implicit information. It can create high thinking ordered students. They become curiosity, active, and confident. Finally, their motivation can positively affected.

2. The Other Researcher

It is hoped that this research may be useful for other researcher. Many studies discussing about applying QAR strategy that have been carried out, this research included. But most of them are usually connected to the reading learning. The other research who wants to have the same discussion are advised to use this research as reference. And to enrich the repertoire of scholarship, it will be more useful to vary the subjects of research, for example; a study of the QAR strategy correlated to vocabulary mastery and reading comprehension, writing skill, or even listening. And there are many language teaching strategy. So the next other researcher is advised to do the same scheme of a research by using another teaching strategy that fit students' characteristics can be applied.

Based on the result of assumption test, the normality is not perfectly normal, independence is not absolutely independent, and homogeneity is not entirely homogenous. The condition is caused by the small number of sample used in this research. So it is suggested that the next researcher uses more sample.