

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains the research conclusions and suggestions. The conclusions are explained from the research findings. Meanwhile, the suggestions are expected to give contributions to the further researcher, the students, and the English teachers.

A. Conclusions

The conclusions that can be drawn from the result of research are as follows:

1. The implementation of the scenario in teaching reading by using problem-based learning through SQ4R technique is conducted well. All stages of problem-based learning and SQ4R are conducted in main activity, following the procedure proposed by Coon and Mitterer (2013).
2. Teacher and students show positive response. It can be seen from the questionnaire and interviews data, which reveal that the use of the method can motivate students to participate in learning process. It because they can share their opinion. Most of them feel interested. They also can understand the material easily.
3. The students get difficulty in language features while learning reading narrative text using problem-based learning trough SQ4R. It can be seen from the data of the test, questionnaire, and observation. Most of them have a mistake in identifying adverb of time and past form of the verb.

B. Suggestions

In this part the researcher would like to propose some suggestions that hopefully will be useful, especially for:

1. Other researchers

Language features is one of students' difficulties in this research. The researcher give a suggestion before applying the SQ4R technique, it would be better if other researchers repeatedly explain language features in a genre of text in every meeting. If the language features has been understood by students, then it can be continued with text explanation. It is aimed to minimize students' difficulty in identifying the language features.

2. The students

The students are suggested to read a lot of texts, then try to mark each word that indicates a part of the language features of the text. For example, if they find a word or sentence, try to translate it, then determine which part of the word belongs to the language features of a text, whether it is verb, adverb, past tense and others. With such a habit, it will be easy to determine a language features of a word or sentence.

3. English teacher

The English teacher needs to improve students' reading skills. The teacher needs to arrange certain activities that make the students work actively and will not get them bored during the teaching and learning process. The researcher also suggests to give the material about language features, and always give examples of some word related to the material and language

features that have to be memorized by students. In addition, the teacher must teach the basic concepts of part of speech, especially in verbs and adverbs of time. This aims to increase the students' knowledge.