

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

Based on the research findings and discussion, it can be concluded that:

1. The students' achievement in reading comprehension taught by using PLAN strategy is higher than that taught by using QAR strategy. Hence PLAN strategy is more effective to be used in teaching reading than QAR strategy in improving the students' achievement.
2. High and low self-efficacy give different influence to the students' achievement in reading comprehension. The students' achievement in reading comprehension with high self-efficacy is higher than that low self-efficacy; and
3. There is significant interaction between teaching strategies and self-efficacy on the students' achievement in reading comprehension. The students' achievement in reading comprehension is influenced by teaching strategies and self-efficacy. The high self-efficacy students showed significant effect on their reading comprehension achievement if they were taught by using PLAN while low self-efficacy students showed significant effect on their reading comprehension achievement if they were taught by using QAR strategy.

5.2. Implications

Based on the previous findings, It can be known that PLAN is more effective to be used in teaching reading comprehension than QAR strategy. In this research, the researcher has tested the two teaching strategies in reading comprehension, they are applied on high and low self-efficacy students in order to know which the teaching strategies are appropriate for the students in improving their achievement in reading comprehension. Based on this research, It can be seen that the students' achievement in reading comprehension taught by using PLAN strategy is higher than taught by using QAR strategy.

Furthermore, in this research the strategies had attempted to be matched with the students' self-efficacy. Although the conclusion from data analysis, research findings and discussions indicate that the students' achievement taught by using PLAN strategy is higher than by using QAR strategy especially when it is taught for the students with high self-efficacy. It is because the students with high self-efficacy are more curious and have deeper interest in learning something new through what they have known about the text, what they want to know about the text and listing what they have learned after read the text so that they feel challenged when they are asked to make their own knowledge. In this case, the students will be as creative as possible in getting new information which contains all the information in the text through some key words or paraphrase.

However, it does not mean the QAR strategy is not as good as PLAN strategy. It is proven by the students' achievement taught by QAR strategy can also achieve satisfactory score when it is taught for students with low self-efficacy. It is because

the way of comprehending a text suited for students with low self-efficacy is through questions word in some phases such as predicting, clarifying, questioning, and summarizing. That is why QAR strategy is suitable to be applied for students with low self-efficacy.

Finally, the fact explained above also proves that actually the students who have high or low self-efficacy had been able to achieve satisfactory score. Therefore, as the teachers should pay more attention to their students, always try to find eligible strategy for the students who have high or low self-efficacy so that they can obtain good motivation and better learning achievement, especially in reading comprehension.

5.3 Suggestions

In connection to the conclusions, there are some suggestions staged as the following:

1. The English teachers are recommended using PLAN strategy in teaching reading comprehension in improving the students' achievement in reading comprehension.
2. The English teacher should identify their students self-efficacy level before doing the teaching process and match the teaching strategy used with the identified levels so that they can obtain good motivation and better learning achievement, especially in reading comprehension. . It is suggested for the English teacher using PLAN strategy for the class dominated by the students

with high self-efficacy, and for the class dominated by the students with low self-efficacy the English teacher are suggested using QAR strategy.

3. Other researchers can develop further study in the area of PLAN strategy and QAR strategy in order to improve the students' achievement in reading comprehension.

