

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

Based on the result of the research and discussion that have stated, it is concluded that :

1. Teaching reading comprehension with PALS and QAR strategy significantly affect the students' achievement in reading comprehension. PALS influences higher to students' achievement in reading comprehension than QAR strategy. Hence the PALS is more effective to be used in teaching reading than QAR strategy in improving 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 with low self efficacy.
3. There is significant interaction between teaching reading strategies and self efficacy on students' achievement in reading comprehension. Students' achievement in reading comprehension is influenced by teaching strategies and self efficacy High self efficacy students showed significant effect on their reading comprehension achievement if they were taught by using PALS 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 findings, it can be known that PALS is more effective to be used in teaching reading comprehension than QAR strategy. The findings give implication to English teacher and students who wants to improve their achievement in reading comprehension. In this research the researcher has tested teaching strategies in reading comprehension, they are Peer Assisted Learning Strategy (PALS) and Question Answer Relationship (QAR). They are applied on high self efficacy students and low self efficacy students in order to know which teaching strategies are appropriate for them in improving their achievement in reading comprehension.

Based on this research that students' achievement in reading comprehension taught by PALS, it is higher than students taught by QAR strategy. Thus, it implies English teachers should apply PALS.

Furthermore, in this research states that reading comprehension achievement of high self efficacy students is higher than reading comprehension of low self efficacy students. Therefore, the teachers should pay attention to the students' self efficacy so that the students can obtain better learning achievement, especially in reading comprehension. Implication of students' characteristic difference give sign teachers in selecting strategies have to consider students' self efficacy in order they are more active and motivated in learning.

Finally, there is significant interaction between teaching strategies and students' self efficacy on students' achievement in reading comprehension. It implies that teachers should apply the strategies that are appropriate with students' self efficacy so that the students can improve students' achievement in reading comprehension.

5.3 Sugesstions

Based on the conclusions and implications above, some suggestions can be recommended as follow :

1. Teaching strategy with PALS significantly affect the students' achievement in reading comprehension higher than QAR strategy. It is suggested to the lecturer or teacher to use PALS in teaching reading comprehension in improving students' achievement.
2. The students with higher self efficacy comprehend texts better than those with lower self efficacy. It is suggested that the lecturer or teacher should identify their students self efficacy level before doing the teaching and match his/her teaching technique with the identified levels.
3. There is significant interaction between teaching reading strategies and self efficacy on students' achievement in reading comprehension. It is suggested to the lecturer or teacher should choose appropriate teaching strategy before doing the teaching and fit it with his students self efficacy level .