CHAPTER V
DISCUSSION

In this chapter, the writer would like to discuss the result of the data analysis. The result of the data analysis showed that self-questioning strategy gave significant effect on the students' reading comprehension skill at the third semester English students of STAIN Palangka Raya. The students who were taught using self-questioning strategy got higher score than students who were taught without using self-questioning strategy. It was proven by the mean score of the students who were taught using self-questioning strategy got 71.346 and the students who were taught without using self-questioning strategy got 64.037. It was also proved by the result of hypothesis test calculation; it was found that the value of $t_{observed}$ was greater than the value of t_{able} at 1% and 5% significance level or $2.021 < 3.020 > 2.704$. It meant H_a was accepted and H_o was rejected.

Furthermore, the result of t-test calculation using SPSS 17.0 also showed that self-questioning strategy gave significant effect on the students' reading score. It was proved by the mean score of the students who were taught using self-questioning strategy got 70.9962 and the students who were taught without using self-questioning strategy got 62.8148. It was also proved by the value of $t_{observe}$ was greater than the value of t_{table} both at 1% and 5% significance level or or $2.021 < 3.041 > 2.704$. It meant H_a was accepted and H_o was rejected.

The findings of the study based on the result of manual and SPSS 17.0 program calculation could be interpreted that the alternative hypothesis stating that self-questioning strategy gives effect on the students' reading score of the third semester English Students of STAIN Palangka Raya was accepted and the

null hypothesis stating that self-questioning strategy does not give effect on the students' reading score of the third semester English Students of STAIN Palangka Raya was rejected.

The findings of the study verified the theories of self-questioning as an beneficial and a good strategy for reading process. First of all, as the theory by Afzali on Chapter II page 31 stated that motivating students to ask questions while reading can help them to be actively involved with the text which, in turn, can help them improve their understanding. It can be seen from the difference between students' score in the pretest and post test with 340,1 for experimental group.

In this case, self-questioning strategy is one of suitable strategy for the students to help them in the process of reading comprehension with the goal of improving some aspects of comprehension, because as theory by McNamara on Chapter II page 30 stated that self-questioning strategy helps the reader gain a deep understanding of the text, remember the text better, and generate inference that are central for coherence. It can be seen from the difference between students' number of producting self-questioning in the pre-test and post-test with 142 for experimental group.