

## CHAPTER VI

### CLOSURE

In this chapter, the writer would like to give conclusion and suggestion to the result of the study. The conclusion of the study was the answer of problem of the study that found based on the result of data analysis. The suggestions are expected to make better improvement and motivation for students, teachers and researchers related to the teaching learning process of reading comprehension.

#### A. Conclusion

After getting the data analysis from the score obtained of reading test, it could answer the problem of the study that stated “What are the effectiveness of using self-questioning strategy toward students’ reading comprehension skill at the third semester English students of STAIN Palangka Raya?”

Based on the result of data analysis from the students’ obtained score of reading test from the experiment group that was taught using self-questioning strategy and the students’ obtained score from control group that was taught without using self-questioning strategy. The obtained score of two groups were significantly different.

Furthermore, the result of testing hypothesis could answer the problem of the study. To test the hypothesis of the study, the writer used t-test calculation with manual calculation and SPSS 17.0 program. The result of t-test using manual calculation showed that the calculated value ( $t_{\text{observed}}$ ) was greater than  $t_{\text{table}}$  at 1% and 5% significance level or  $2.021 < 3.020 > 2.704$ .

The result of t-test using SPSS 17.0 calculation found the calculated value (  $t_{\text{observed}}$  ) was also greater than  $t_{\text{table}}$  at 1% and 5% significance level or  $2.021 < 3.041 > 2.704$ .

This indicated that the alternative hypothesis stating that Self-questioning strategy gives effect to the students' reading comprehension skill was accepted. Meanwhile, the null hypothesis stating that Self-questioning strategy does not give effect to the students' reading comprehension skill was rejected.

It implicated that teaching reading using self-questioning strategy give effect toward students' reading comprehension skill at the third semester English students of STAIN Palangka Raya.

It meant that if the students were taught reading using self-questioning strategy, the students' reading score would be higher than without using self-questioning strategy. It can be proved by the difference of pre-test and post-test.

The interpretation above answer the problem of the study that self-questioning strategy give significant effect toward students' reading comprehension skill at the third semester English students of STAIN Palangka Raya.

## **B. Suggestions**

In line with the conclusion, the writer would like to propose some the following suggestions for students, the teachers and the researcher.

1. For the Students

Self-questioning is one of effective and helpful strategy for increasing and improving students' reading comprehension skill. The use of self-questioning stratgy in reading can focus the students' attention on the significant aspect of the text and increasing the potential for learning. Moreover, formulating questions about the text can activate the reader's schema, thereby facilitating the connection between what is already known and the new information in the text.

Therefore, the writer recommends the students to learn and improve their reading comprehension ability using self-questioning strategy.

2. For the Teachers

The English teachers in tertiary education were recommended to develop and improve their basic ability in teaching learning English. Teachers need to stimulate active, not passive learning, and to encourage students to be critical, creative thinkers, with the capacity to go on learning after their college days are over. They need to create a process of active learning by posing problems, challenging student answers, and encouraging (students) to apply the information and concepts in assigned readings to a variety of new situations.

Based on the result of the study, self-questioning gave effect on the students' reading comprehension ability of the third semester English students of STAIN Palangka Raya.

The writer recommends the teacher to introduce self-questioning strategy to the students for teaching English not only about reading but also for other materials which possible to use it.

3. For the other Writers

In this thesis, the writer was aware that the design of study was very simple. There are still many weaknesses that could be seen. Therefore, for further research is expected that the other researcher can improve this study with the better design and different object in order to support the result finding. In other words, the other researchers can use this research as the reference for conducting their research.