

V. CONCLUSIONS AND SUGGESTIONS

This chapter covers the conclusion and suggestion based on the finding and discussion of the data analysis.

5.1 Conclusions

In line with the results of the data analysis and discussion, the writer comes to this following conclusion:

1. There is significant difference on students' reading achievement before and after being taught through self questioning strategy, This could be identified from the gain score and the computation of t-test. The test shows that the mean score of post test get higher than pre test, it shows that there is difference of students' reading achievement with the gain 15.15 points and t-ratio is higher than t-table ($18.485 > 2.042$) and the significant value is lower than level of significance ($0.00 < 0.05$).
2. Based on the result of questionnaire, it is found that there is positive students' response in teaching learning process through self questioning strategy. Students are enthusiastic and interested in learning process. The result shows that self questioning is appropriate as learning strategy to improve students' comprehension of descriptive text.

5.2 Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. Suggestions to the teacher.
 - a. English teacher are recommended to apply self questioning strategy as alternative technique in teaching reading using descriptive text because it can help the students in comprehending the text easier. In addition, it can be used to increase the students' reading achievement and it can be used guide the students to be more critical in terms of making good questions related to the text based on the clues given.
 - b. In self questioning, when the teacher implement it, all students should generate their own questions. It must be emphasized that the structure of students' questions is not the main point. The points is the question itself. The teacher must train the students how to make good questions. The teacher should choose appropriate material based on the students' level because self questioning technique will work if the students have background knowledge about the text.
 - c. Then, teacher should control the students' activities and consider the time allocation when implement self questioning technique, because it may affect the efficacy of the strategy itself.

2. Suggestions to further researchers
 - a. In this research, the researcher apply self questioning strategy to increase the students' reading achievement using descriptive text at first grade students of Senior High School. Other researchers can conduct other kinds of text, i.e exposition, recount, narative, report text.
 - b. Further researcher may conduct this strategy on different level of students. It can be applied in university students.