

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the results of data analysis, the researcher concludes the research as follows:

1. There is a significant difference between pre-questioning and without pre-questioning on the reading comprehension achievement at the second grader of SMPN 1 Kotabumi. Based on the results of the computation, it was obtained that the two-tailed test of significance (p) of post-test in both classes did not exceed the level significance at 0.05 or $p < \alpha$ (0.021 < 0.05).
2. Teaching reading comprehension with pre-questioning is more effective than without pre-questioning. Based on the result of the t-test between two means of students' post-test scores in experimental class 1 and experimental class 2, it shown that the significance value (p) did not exceed level of significant at 0.05 that is 0.021. The mean of post-test in experimental class 1 was 68.63; meanwhile the mean of post-test scores in experimental class 2 was 64.71.
3. The pre-questioning made the students learn enthusiastically and they became good participants in giving response toward the lesson. While without using pre-questioning, the students tent to be passive in teaching and learning process.

5.2. Suggestions

Based on the result and conclusions above, the researcher proposes some suggestions as follows:

1. The teacher should encourage the students to take part in class discussion, allow them to give their comment or allow them to share their ideas or their unique perspective with each other because reading is a social activity.
2. The teacher should build a favorable atmosphere at times of teaching-learning process conducted in order to make a situation where the students read in English, they feel comfortable to read just like they read Indonesia.
3. The teacher should master and understand the procedure of the pre-questioning, so that the teaching and learning process can run smoothly.
4. In pre-questioning classroom activity, the students became noisy if they were not well guided. Therefore, the teacher should control the students' activity in the class.