V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusions and suggestions based on the results and discussions of this research.

5.1 Conclusions

Based on the findings of the data analysis, some conclusions can be drawn as follows:

1. There is significant difference on students’ reading comprehension achievement before and after giving pre-questioning technique at second grade of SMPN 1 Seputih Banyak. Based on the result of the computation, the mean score of post test is higher than pre test with the gain 15.64 points and t-ratio is higher than t-table (18.485 > 2.042) and the value of two tailed significance is lower than level significance (0.00 < 0.05). From the computation of SPSS, it is found that there is significant difference on students’ score of reading comprehension aspects and comprehension level. It is obtained that t-ratio of reading comprehension aspects is higher than t-table (3.602 > 2.042) and t-ratio of comprehension levels is higher than t-table (6.680 > 2.042).

2. Based on the result of pre test and post test and also the data gained from the questionnaire, it is found that there is significant difference on students’
reading comprehension achievement by using pre questioning technique in teaching reading comprehension in terms of literal, interpretative and critical comprehension. From the computation of SPSS, it is found that t-ratio of comprehension levels is higher than t-table (6.680 > 2.042). The degrees of levels comprehension achievement are drawn as follows:

I. Pre-questioning has good effect in literal comprehension ability since the students were able to get specific information.

II. Pre-questioning has fair effect in interpretative comprehension because the students were, to some extent, able to predict what will be discussed in the text by activating their prior knowledge.

III. Pre-questioning has little effect in students’ critical comprehension level as students, in certain cases, were able to use their imagination about personal reacting.

5.2 Suggestions

In accordance with the findings and conclusions are presented before, some suggestions are proposed as follows:

1. Suggestions to the teacher.
   a. In this research, it was found that vocabulary aspect needs to be paid more serious attentions since the improvement should appropriately be increased. So hopefully, students reading comprehension ability can also be developed. This can be done by giving more highly varied vocabulary
which is appropriate to the students of junior high school level in order to enrich the students’ words list.

b. The teacher should choose appropriate material based on the students’ level because pre-questioning technique will not work if the students do not have background knowledge about the text. Particularly, the materials which can guide students in understanding about reference elements. The tricks may want to use some questions consisting referents pronoun.

c. Then, the teacher should control the students’ activities in the class since the students will be noisy if they are not well guided.

2. Suggestions to other researchers

a. In this research, pre-questioning technique is conducted in teaching reading comprehension of narrative text at second grade students of Junior High School to investigate the effects of the technique in their reading comprehension achievement. Other researchers can conduct this technique on different level of students such as Senior High School and for the other texts such as recount, descriptive, explanation etc.

b. Referring to the results of the research, it is found that pre-questioning has a little bit of effect in increasing students’ critical comprehension and finding reference thus the other researcher should be able to be more creative in giving pre-questioning so the students’ critical comprehension and finding reference ability can be increased. For example, the typical questions about the students’ imagination of
becoming one of the characters available in the text can be applied. In addition, to improve their finding reference aspect, the use of some questions consisting referent of pronoun related to the text can be delivered.