

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for the teacher, students and further researcher.

5.1. Conclusions

In line with the results of the data analysis and discussion, the following conclusions are drawn:

Self-questioning strategy can be used to increase the students' achievement in reading comprehension of narrative text. It has been proven by the gain of students' mean score in post-test that was 78.63 higher than the mean score in pre-test 58.63. The gain was 20 points or 20% from the total percentage of the students' mean score. Based on the result of increasing students' achievement from each aspect, there were three reading aspects which increased significantly. The first was identifying the main idea which increased into 76% in post-test, the second was vocabulary increased into 75,33%, and getting specific information increased into 72,87%. The significant value of posttest in experimental class was 0.000 ($p = 0.000$) that was lower than 0.05 ($0.000 < 0.05$). t -value was 12.462 which was higher than t -table 2000 at the level of significant 0.05. Self-questioning strategy could be used to motivate the learners' interest and trigger

the learners to become actively involved in the lesson. This strategy can be used also to develop learners' critical thinking skills and inquiring attitudes. Related to critical thinking, by guiding the students to let them make their own questions about the text, it can stimulate them to pursue knowledge of their own. By self-questioning strategy, the students do not have to constantly rely on the teacher to gain their understanding of the subject. It would be a good way to take learning into students' own hands.

5.2. Suggestions

Referring to the conclusion above, the researcher gave some suggestions as follows:

1. Since self-questioning strategy can give better result for the students in teaching and learning process, the researcher suggests to the teachers to apply self-questioning strategy as the solution to overcome the students' problems comprehending the reading text.
2. For the students, by using self-questioning strategy, they are able to develop their critical thinking and inquiring their attitudes to the subject. Related to critical thinking, by guiding the students to let them make their own questions about the text, it can stimulate them to pursue knowledge of their own.
3. For the further researchers can apply self-questioning strategy to motivate the students learn how to produce the questions and comprehending the reading text on other types of text.