

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes two major points, conclusion and suggestion.

5.1 Conclusions

In relating to the result of data analysis and discussion the following conclusions are drawn as follows:

1. There is any significant difference of students' reading comprehension ability before and after being taught by using questioning technique. This could be seen from the pretest and post test scores which showed that the students' mean score of post test in experimental class (65.00) was higher than pre test (52.54) with the gained score of 10.48. In which significance value was determined by $p < 0.05$. The t-test revealed that the result was significant ($p = 0.000$). Thus, the hypothesis was accepted. It means that questioning technique can be used to increase students' reading comprehension ability.
2. According to the result of the research, the students' reading comprehension ability is better after being taught using questioning technique. This technique is better because can increase the students' critical responses and active in their learning process.

5.2 Suggestions

Based on the conclusions above, some recommendation can be made:

1. An English teacher should apply questioning technique as one of alternative ways to help the students do their classroom activities.
2. An English teacher is suggested to use questioning technique, especially in reading skill to make students more comfortable in learning process and automatically can increase their reading comprehension ability. The teacher should be able to give some rules and control during the teaching learning process well since the biggest problem for the teacher when using questioning technique maybe the noisy classroom and time consuming.
3. The students should be more active in practicing reading. They should use questioning technique to learn effectively and enjoy reading. So they can increase their reading comprehension ability.
4. The future researcher, who will conduct the similar research, should conduct it by considering the time allocation for the treatments. Because of the limitation of time, the target material may not be explained fully when the class is not in a good condition.