

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After conducting and analyzing the data, the researcher draws some conclusions as follow:

1. *Self-questioning strategy* can be used to improve the students' reading achievement. It can be proved that more than 70% of the students of class VIII. 3. get score 60 or higher. In Cycle I, there are 17 students (42.5%) who gain score 60 or higher, while in Cycle II there are 33 students (82.5%) who gained score 60 or higher. Thus through *Self-questioning strategy*, the teaching narrative text becomes more effective, as it is relevant to the students' need and interest, It is also able to present and to reinforce the language to be learnt, stimulate the language production and it is as a model for a learner to follow.
2. By using *Self-questioning strategy*, it is found that the students' activities improved as it stimulates and attracts more the students in learning English. As it is found that there are only 20 students (50%) who got 80% of the activities in Cycle I, but there are 33 students (82.5%) who get 80% of the activities in Cycle II.

3. The implementation of *Self-questioning strategy* helps the teacher to enrich teacher's performance in teaching and learning process; it helps English teachers develop their knowledge and skills necessary for the performance of psychological roles and instructional roles.

5.2 Suggestions

Concerning the problems in teaching process of narrative text through *Self-questioning strategy* that is found in the research, the researcher would like to give suggestion as follows:

- a. *Self-questioning strategy* can be used as an alternative technique to teach narrative text reading, since it motivates the students to be active in learning and it helps the students to express the ideas easier. It can be done by giving them some questions related to the topic given by the teacher.
- b. In implementing *Self-questioning strategy*, the teacher should give more emphasizes in controlling the students' activities, so that the teacher can observe the students properly. Also, the teacher should consider that the situation in the class can be out of control so that the teacher can take action as a moderator who directs the class situation properly.
- c. In the teaching process of narrative text reading through *Self-questioning strategy* the teacher should try to use other forms of *Self-questioning strategy* such as; using pictures, diagrams, maps, and words cluster to develop other kinds of texts, for examples descriptive text, recount text, etc.

- d. Considering the advantages of *Self-questioning strategy*, it is suggested that English teacher apply *Self-questioning strategy* as an alternative technique in teaching reading. However, the teacher should ask the students to bring dictionary in order that they will not depend on the teacher and their friends in getting information or meaning of the words. The students will be more independent and get more knowledge.
- e. The teacher should be strict in monitoring during reading activity. Since all of narrative texts given the same, there is a chance for students who are lazy to cheat on their friends work. In addition, there should be self-awareness to do the writing test individually, so each student can show their real capability in writing. It can be solved by giving the 3 students who did that a punishment; they not do that anymore in the future.