

## V. CONCLUSION AND SUGGESTION

This chapter discusses about conclusion and suggestion of the research and they are:

### A. Conclusions

Considering all the data gathered and analys from this classroom action research, the researcher had some conclusions. They are:

1. *Wh- question* technique can be used to increase students' reading comprehension ability. It is supported by the increase of their result from 17 students (42.5%) who scored 70 or more in cycle I to 30 (75%) who score 70 or higher in cycle II. It also means that the result of classroom action research has fulfilled the indicator of the research; 70% of the students scored at least 70 (seventy) or score in reading based on the criteria. By implementing the use of *wh- question* technique, the students could think and find the information and they gained from the *wh- question* technique.
2. *Wh- question* can be used to improve teacher's performance. It is proved by the result of researcher's observation. It shows that in cycle I, the teacher gets 17 skill (73.91%) with the criteria very satisfactory, satisfactory and sufficient. Meanwhile in cycle II, the teacher gets 21 aspects (91.30%) with the criteria very satisfactory, satisfactory and

sufficient. It means that the teacher has achieved the indicator of the research that is minimally 70% from observation result.

3. The students were more interesting in the teaching learning through *wh- question*. Wh question technique could help the students to expand or generate their comprehension by using relevant topic. The result of the research shows that cycle I and cycle II, the highest score of reading component developed by wh question technique is on main idea; 33 students (82.5%) gained excellent to very good and good to average criteria in cycle I and 36 students (90%) gain excellent to very good and good of average criteria. The students were more interesting in the teaching learning process the more interested were the students learn, the more activities they did.

## **B. Suggestion**

Referring to the conclusions, some suggestions are recommended:

1. Considering the advantages of *wh- question* technique, it is suggested that English teacher apply *wh- question* technique as an alternative technique in teaching reading comprehension. 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. By doing so, the students will be more independent and get more knowledge.
2. The teacher should be strict in monitoring while-reading activity. Since all of reading text given is 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 reading test individually, so each student can show his/her real capability in reading. It can be solved by giving the students who did that a punishment so that they will not do that anymore in the future.

3. It is highly expected that this study can contribute such a reference for further studies in *wh- question* sequence to teach reading comprehension. There should be more replicate researcher to support her findings.
4. In this research, *wh- question* technique was used to help students of senior high school, especially in reading comprehension. Further researcher can conduct this technique on different level of students. For example on junior high school.
5. *Wh- question* technique can be used as an alternative technique to teach reading comprehension, since it motivated the students to be active in learning and it helped the students to express the ideas easier.