

CHAPTER V

CONCLUSION AND SUGGESTION

Based on analysis presented in chapter IV, the writer would like to draw some conclusions and offer the suggestions as follows:

5.1 Conclusions

1. The research was conducted to find out the effectiveness of self-questioning strategy in improving students' inferential reading comprehension of narrative text, the way to do it and the level of inferential reading comprehension of the eleventh grade students of SMAK Sint Carolus Kupang. It has shown that by using this strategy in improving inferential reading comprehension of narrative text is increasing. The use of self-questioning strategy is effective to improve the inferential reading comprehension of narrative text of the eleventh grade students of SMAK Sint Carolus Kupang in the school year 2017/2018. The result of data analysis showed that there was a significant improvement in the average score of cycle 1 (pre-test (one exercise) (56,4) and post-test 1(one exercise) (68,5) and post-test 2 (two exercises (70) and (80)). It means that there was 79% of average scores improvement. It happens because the students are active in doing the exercises that were given to them. In the first cycle the researcher gives two exercises and in the second cycle the researcher gives two exercises. Through those exercises by using self-questioning strategy, the students are able to get good score from pre-test until

post-test 2. This means that, the score in cycle 1 (pre-test and post-test 1) is higher than the score in cycle 2 (post-test 2)

2. The way of self-questioning strategy being used to improve inferential reading comprehension of narrative text of the eleventh grade students of SMAK Sint Carolus Kupang in the school year 2017/2018 is through the emotional approachement and the intellectual approachement. In the emotional approachement, the writer tries to look at their needed; in this case, to motivate them that they can do what they want to achieve, and the important thing is they have to be patient because study is a process, through this, they can achieve their dreams. In the intellectual approachement, the researcher using the steps in self-questioning strategy that is Attend to clues as the students read, Say some questions, Keep predictions in mind, Identify the answer and Talk about the answer (ASK IT). Through this the students can be easier to understand the plot of the story and by this they can infer the text and look at the meaning or passage of the story. Therefore, this two approachement can help the students to study easily.
3. The effectiveness level of self-questioning strategy in improving inferential reading comprehension of narrative text of the eleventh grade students of SMAK Sint Carolus Kupang in the school year 2017/2018 is classified as Good level (80) according to the standard of measurement used in the research school.

By looking at the result obtained, the writer may conclude that improving inferential reading comprehension by using self-questioning strategy is effective

and interesting. So, it can be applied in teaching inferential reading comprehension because there is significant improvement of students' inferential reading comprehension after teaching using self-questioning strategy.

5.2 Suggestions

Based on the result of the research, the writer gives some suggestions for English teacher, students, and readers as follows:

1. The result of this study shows that using self-questioning strategy is effective in improving students' inferential reading comprehension of narrative text so, the English teacher is suggested to apply this strategy in his/her teaching learning process. Furthermore they are also suggested to pay attention to students' need especially when they are starting to feel bored in study English by giving them some techniques to make them easier to learn English.
2. The writer hopes the result of this research can be used as an additional reference: there could be further research with different discussion which can make a revision within development this strategy.

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