

CHAPTER V

THE CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions which were drawn from the data gained, and based on the conclusions, the recommendations are given to both practitioners and further researchers.

5.1 The Conclusions

This study investigates whether questioning technique is effective to increase students' reading comprehension and what the students' responses towards the applying of those. Based on the theories, findings and discussions explored in the previous chapter, some conclusions can be drawn as follows:

Regarding the first research question; does the use of questioning techniques give better impact on students' reading comprehension achievement compared to the grammar translation method? The data showed that there was a significant difference between the mean scores gained by the experimental group in which the students taught using questioning techniques and those at the control group who taught without it. It can be seen from the result of both scores analysis of pretest and posttest. The value of t-test 12.62 is higher than the t-table, 2.045 at the experimental, while at the control group 2.33. The value has a very significant different comparing between the experimental and control group. It means that the result of the research supports the earlier research conducted by Wartono (1990) that questioning techniques can be used to develop students' ability to answer comprehension questions by arousing their curiosity, activating

their prior knowledge, and guiding questioning. The questioning techniques are helpful in making prediction, inferencing the words, and developing vocabulary. Hussain's (2003) research focused on the questions frequently used by the teachers found that the teachers' questions should inculcate the habit of asking more thought provoking questions, so that the learners' involvement in the process of learning increases.

Regarding the second research question; what are the students' responses towards the applying question techniques in teaching reading achievement. This study reveals that more than half of the students or 56.85 agree that questioning were able to help them in increasing their understanding of reading text. It is consistent with their response to the statement of *guru memberikan Tanya jawab sebelum memulai pengajaran reading comprehension tidak membantu memudahkan pemahaman saya terhadap isi wacana* (teacher gives questioning before starting reading comprehension teaching will not help my understanding towards the content of the text) 20% strongly disagree, 50% disagree, 24% uncertainly, only 3% or 1 respondent agree and strongly agree. So, it was not too exaggerated to conclude that the students' response towards the applying of questioning techniques in teaching reading comprehension were positive.

5.2 Recommendations

Based on the findings of the implementation of questioning techniques in teaching reading comprehension, there are some recommendations proposed both for practical purposes and further research. The recommendations are intended to

increase and find better way in teaching reading in vocational school. Besides, they are also to propose an alternative solution for helping students particularly vocational school students and institutions due to the achievement of the goal of teaching English as demanded by the working fields user and curriculum of education.

For practical purposes, based on the study there are some recommendations proposed. For institution, it is suggested that Vocational school need to adopt some techniques in teaching reading comprehension for instance questioning techniques since it is appropriate alternative to develop students' reading ability. This technique can encourage students' involvement in teaching learning process. It is recommended for the teachers that activating students' background knowledge and grammatical competence can be able to help the students in grasping better understanding of reading text.

For further research, it is suggested that, as this research only employed quasi experimental design which was involved experimental and control groups without random sampling, further studies employ true experimental design in which the subjects are randomly selected, in order to see if there are influences of both external and internal factors, and the students achievement can be controlled well. Besides, this study only carried out in one vocational school, it is useful for more research to be conducted in bigger scale.