

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the presentation of the research findings that are stated in the previous chapter. It also presents the suggestion to the several parts related to teaching learning process especially on English class.

A. Conclusion

Based on the observation result and the students' test result, researcher concludes that the implementation of *Pre-Questioning* technique for reading comprehension effectively can build up the prior knowledge, students' interest, and motivation at Eleventh-Grade students of MAN Kunir Blitar.

By giving some questions related to the theme of the text, it will help the students to predict the content of the reading text. At this point, the researcher's ability to give relevant questions toward the text is needed since the students will not get the point of what the content of the text if the researcher fails to give relevant questions. Finally, relevant questions are expected to be able to lead the students to connect their answer to the content of the text. Moreover, in guiding the students to understand the text better, the researcher can connect the students' prior knowledge toward the theme of the text. The last, exercises were given as a tool of measurement toward the students' result or achievement after the implementation of *Pre-Questioning* technique for reading comprehension.

By implementing *Pre-Questioning* technique, the students' reading comprehension in cycle 1 to cycle 2 is improved. It can be known from two

indicators. First, the percentage of the students' achievements score greater than equal to 75 increased 51.6% from 29% (9 students out of 31) in cycle 1 to 80.6% (25 students out of 31) in cycle 2 after the researcher the topic about hortatory exposition with reality themes and gives additional *Pre-Questioning*. Second, the percentage of the students' participation in reading activities in cycle 1 increased 9,6% from 19,3% (6 students) in the first meeting to 29% (9 students) in the second meeting, but the cycle 1 was not successful and it is needed to revise the treatment to be better. Besides, the percentage of the students' participation in reading activities in cycle 2 increased 35,4 % from 45,2 % (14 students) in the first meeting to 80,6% (25 students) in the second meeting. Thus, the cycle 2 was successful and it does not need to revise the treatment. In the other words, teaching reading through *Pre-Questioning* can improve reading comprehension at Eleventh-Grade students of MAN Kunir Blitar.

B. Suggestion

After doing this classroom action research and know the result of this research, the researcher has some suggestions:

1. For the teacher

- a. The teacher should improve his/her technique and ability in teaching reading.
- b. The teacher should be able to explain the kinds of text in order to make understanding of students.
- c. The teachers should give the more exercise so that the student will be familiar with kinds of text and analyze it by skimming.

2. For the student

- a. To enrich the student's understanding about reading comprehension, the student need to recognize the kinds of text and make it analyze by skimming and the explanation deeply.
- b. The student should understand the *Pre-Questioning* technique to make main idea in the text by skimming it.