

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion drawn from the results and discussion of the research. It summarized the key findings regarding the effectiveness of the WH-Questions technique in improving students' reading comprehension. In addition, this chapter also provided suggestions directed to English teachers, students, and future researchers based on the results of the study.

5.1 Conclusion

Based on the findings and discussions presented in the previous chapter, it can be concluded that the use of the WH-Questions technique has a positive and statistically significant effect on students' reading comprehension. The paired sample t-test showed a significance value of 0.000, indicating a significant difference between the students' pre-test and post-test scores. This means that the improvement observed after the implementation of the WH-Questions technique was not due to chance, but as a result of the intervention.

Furthermore, during the teaching and learning process, it was found that the WH-Questions technique helped reduce students' dependence on translation. Instead of translating word-for-word, students were guided to locate specific information in the text by focusing on key question elements such as who, what, when, where, why, and how. This encouraged them to read with a clearer purpose, engage more meaningfully with the texts, and improve their comprehension.

5.2 Suggestion

Based on the conclusion above, the researcher would like to offer several suggestions:

1. For Teachers

Teachers are encouraged to implement the WH-Questions technique in reading lessons to help students focus on key information in texts. This strategy not only improves comprehension but also reduces overreliance on translation. It is particularly effective for analytical exposition texts and can be adapted for other genres as well.

2. For Students

Students are advised to apply WH-Questions when reading independently to improve their ability to understand the main ideas and details of a text. By asking themselves guided questions (who, what, when, where, why, and how), they can become more active and purposeful readers.

3. For Future Researchers

Future researchers may investigate the use of WH-Questions technique in different types of texts or among different levels of students to see whether similar improvements can be observed. They may also explore how this technique can be integrated with other reading strategies for even greater learning outcomes.