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## THE EFFECT OF USING QUESTION STRATEGY ON STUDENTS' READING COMPREHENSION

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### Abstract

This research was aimed to find out the effect of using question strategy on students' reading comprehension in Prima Indonesia University, Medan, academic year 2019/2020. In this research, the subjects were 2 classes of second semester with 30 students each class. This research was a quasi experimental with two groups pretest and post test design. The procedures of collecting data are divided into three parts, they are pretest, treatment and post-test. The data can be calculated by scoring two groups paper are count answer get 1 point from 20 questions. The hypothesis is proved the value of t-observed is higher than t-table they are (  $3.21 > 1.671$ ) at the level of significance alpha 0.05 and the degree of freedom (df)= 58. It can be concluded that the students were taught by using question strategy significantly affects on students' reading comprehension.

**Keywords:** *Effect, Question Strategy, Reading Comprehension*

### Abstrak

Penelitian ini bertujuan untuk menemukan efek penggunaan strategi pertanyaan pada kemampuan membaca mahasiswa di Universitas Prima Indonesia, tahun akademik 2019/2020. Dalam penelitian ini, subyek terdiri dari dua kelas dari mahasiswa semester dua (2) dengan jumlah 30 orang di tiap kelas. Penelitian ini merupakan quasi experimental dengan desain dua grup pretest dan post test. Prosedur pengumpulan data dibagi menjadi 3 bagian, yaitu pretest, treatment, dan post test. Data dihitung dengan memberi nilai 1 poin dari 20 soal. Hipotesa terbukti dengan nilai t pengamatan lebih tinggi dari nilai t tabel ( $3.21 > 1.671$ ) pada tingkat alfa signifikan 0.05 dan tingkat kebebasan (df) = 58. Dapat disimpulkan bahwa mahasiswa diajarkan



menggunakan strategi pertanyaan secara signifikan mempengaruhi kemampuan membaca mereka.

**Kata kunci:** Efek, Strategi Pertanyaan, Kemampuan Membaca

## Introduction

Reading is one of the four basic skills in learning a language besides listening, speaking, and writing. Reading is the ability to draw meaning from the printed page and interpret information appropriately. It is an interactive process that goes on between the reader and the text. Burns, Roe, and Ross (1984:8) stated, "Reading is not a single skill but a combination of many skills leading to deriving meaning from print and to the enjoyment of sharing another person's insights."

As a skill reading is often taken for granted. But the fact shows that teaching reading is not an easy task because students often face some difficulties to comprehend reading texts.

Moore (1999:380) stated that, Middle and secondary school teachers often take reading ability of students for granted. They presume that all students can read and comprehend the text material provided in their classes. Unfortunately, such an assumption is not well founded. Indeed, classrooms are filled with students who are struggling to decipher print into meaningful concepts. It is no wonder middle and secondary school teachers report that many of their students have reading problems. However, reading is a complex skill that takes years to truly master.

Reading is a process of acquiring different kinds of information from any text, whether printed, or electronic, musical or visual. The student thinks that reading is the most difficult task read well, only clever student can do it. Besides that, they can spend their time to think how to improve their reading. They do not know that the strategy can increase their reading. Most of teachers do not have the knowledge and skills used strategy in ways that would fully realize the potential of media in education process. Besides, the teachers only give the topic, give the explanation about the topic, and ask the students to find out the meaning from the dictionary and ask them to find out how the spelling and pronunciation the difficult word, they never check the students' reading.

This problem may be able to overcome by applying good strategy of language teaching. The use of strategy is needed to help the students in teaching reading. There are many kinds of strategy in teaching, one of them is question. Question is among the oldest and most commonly used teaching and learning strategies. By using question, the teachers will be easy to transfer the material, attract their students' attention, and illustrate what the students will read about. Besides that, the students are interested in learning reading if they read the question which are provided by the teacher and they can imagine what they should read about. Because the use of question is more interesting and easier to understand. So through question, can be show people, places and things from areas far outside their own experiences.

Question strategy is one of the strategies in teaching and learning. By using a question, the attention of students is more focused, so question can create their inspirations. Question can trigger the students' creativity through various languages. In addition, question have some powers: questions are able to clarify a problem. It means that by read the clear question, the students will understand more about the topic.

Comprehension namely, literal, inferential, creative, and critical comprehension. Based on the writer's experience during the teaching process, the writer found that the students are difficult to make their reading comprehension well. The research is entitled: "The Effect of Using Question strategy on Students' Reading Comprehension". The writer is interested in conducting a research dealing with reading by using a strategy that is question. The using of strategy the writer expected to give better for the student in reading skill and uses question as the strategy to make learning reading easier because it has many chronological illustrations.

A good English teacher not only teaches the students, but also masters in subject material. A teacher should make their lesson interesting, so the learners do not fall asleep in them. The use of strategy will be needed to help the teachers in teaching reading skill, actually in using of question strategy. Based on explanation above the using of question strategy is very good to help the teacher in teaching activity.

One of the four language skills that is considered as a difficult skill to be mastered is reading. To solve one of the many problems faced by the students in reading comprehension, there are some strategies which can be applied to the students' achievement on reading comprehension. One of them is questioning strategy. There are four levels of reading The research basically is limited to inferential comprehension.

“How does the use of Question Strategy Significantly affect the students' Reading Comprehension? In relation to the problem above, thus, the objective of the study is, to find out the effect of the using question strategy on students' reading comprehension.

After completing this study, it is expected that the result of the study would be useful for: 1)The students to improve their reading by using the question. 2)English teachers in their attempts to improve their teaching of reading comprehension by using question.

To be successful to teaching and Learning processes, there are some important points to be considered. Techniques are the specific activities manifested in the classroom that were consistent with method and therefore were in harmony with an approach as well. Edward Antony (1963: 16) explained that “technique (also commonly referred to by other term) any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives”.

Brown (2000 : 112) explains that “Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned a particular end, planned designs or controlling and manipulating certain information, they are contextualized “battle plans” that might vary from moment to moment, or day to day, or year to year, strategies vary intra individually: each of us has a number of possible ways to solve a particular problem, and we choose one or several in sequence for a given problem”.

Burns (1984) explained that Question strategy is among the oldest and most commonly used teaching and learning strategies. Whether in school or out of school, people ask questions when they want to find out something they do not already know. Thus, questioning is a natural way to learn and to satisfy one's curiosity. Questioning can also serve as a teaching strategy in order to draw from

the learner specific relevant details, processes, to test their knowledge, to challenge their thinking, and for many other purposes.

In recent years, questioning as it relates to teaching and learning has undergone considerable systematic study. This has come about partly because of the increased emphasis on inquiry and partly because thinking has emerged as a high priority outcome of education. If teacher helps pupils to develop their intellectual skills associated with reflective thought, they will obviously have to ask questions that trigger the use of such skills. Studies of classroom questions asked by teachers, however, have consistently shown that the percentage of factual and recall questions is very high.

According to Frank in Ledy Frissela's thesis (2010) stated that there are three kinds of questions in English, namely: 1) Yes, No questions: Yes-no questions are questions for which the answer of Yes or No is acceptable. Here are some examples: Are you satisfied? The answer is Yes, I am or No I am not. Is your uncle a soldier? The answer is yes, he is or No he is not. Are the children sleeping? The answer is yes, they are or No they are not. 2) Tag Questions: Tag questions are used when seeking confirmation of what one believes to be true. A tag question is a statement followed by a mini-question. The whole sentence is a tag question, and the mini-question at the end is called a question tag. A tag question is very unique and should follow certain rules when creating it. 3) 5W + 1H Question: 5W + 1H Questions are questions that start with who, what, where, when, why, or how. It can be answered by "yes or no" but the answer is information forms. a) Who: Who is a question asks for what or which person or people (subject). b) What: What is a question that asks for information about something. c) Where: Where is a question that asks in or what place of position. d) When: When is a question that asks about time. e) Why: Why is a question that asks for reason. f) How: How is a question that used for asking manner.

Reading is a process of acquiring different kinds of information from any text, whether printed, or electronic, musical or visual. As we read, we move through different levels of understanding, looking for patterns and developing hypotheses as we proceed. Reading any text involves acquiring vocabulary, factual knowledge, and relational meaning. David Nunon (2005: 68) explains that

reading is a fluent process of readers combining information from a text and their own background to build meaning. The goal of reading is comprehension.

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. You only learn to read once. Once you have learned how to read in one language, you do not learn how to read again in second foreign language, but rather you learn how to transfer skills that you have already learned to the new reading context in a new language.

We will review pedagogical technique that second language teachers can use to teach learners who are already literate in at least one other language and are learning how to read in a second language. The ideas presented here can be adapted for children, teenagers, or adults. Your role as the teacher will be to enhance the learners' reading skills by teaching them to read in their second language.

Based on the explanation about theoretical and conceptual framework, the hypothesis of this study can be formulated as the following:  $H_a$  = There is a significant effect of using question strategy on students' reading comprehension.  $H_o$  = There is no significant effect of using question strategy on students' reading comprehension.

## **RESEARCH METHODS**

This study is conducted in experimental group. There are two variables in this study, namely using question strategy as independent variable and the student's reading comprehension as Dependent Variable.

This study consists of two different group, namely experimental group and control group. The experimental group is a group that taught by using questions strategy, while the control group that is taught without using question strategy. Pretest are administered to both groups. Treatment by using question strategy is only given to the experimental group.

By giving to the both of group to see differences, it can be figured out as in the following table:

Group	Pretest	Treatment	Post-test
Experimental	√	Using question strategy	√
Control	√	Without question strategy	√

Population is all subject of a research (Arikunto, 2006:130). The population of this research was all the students of Teacher Training Faculty in Prima University academic year 2020/2021. There are four parallel classes which consist of Semester 2a,2b,2c,2d, and total number of the students are 120 students.

Arikunto (2006: 131) states that "sample is some or the representative of population which is going to be observed. It means that the sample is limited number of cases representative sample in which each subject has the same opportunity to be selected". In obtaining the sample, the writer chooses it purposive sampling. Arikunto (2006: 139) states that "purposive sample is done by taking the subject is not based on strata, random or region, but based on the presence of a particular purpose. This technique is usually performed for a number of considerations, such as reasons for the limitation of time, effort and funds, so it can take a sample of large and distant". Two classes out of the four classes are chosen as the sample. The students are divided into two groups, 30 students are treated as the experimental group and the 30 students are treated as the control group.

In collecting data, the writer uses objective test using pretest and post-test instrument. The writer asks the students to answer the question by reading the text. In preparing the test, the writer should be aware of appropriate material that should be done by them. In this case, the same test is giving in experiment group and control group. This study used pretest and post-test that given to experimental and control group. These pretest and post- test were used by the researcher to see the change that come between the two groups. The pretest is given to measure the homogeneity of the students. After giving the treatment for experimental group, the students from each group given the post-test is to find out the result of teaching presentation on both of groups.

In this research, the experimental group is taught by using questions' strategy on student's reading comprehension, while control group was taught

without using question' strategy. The procedures of collecting data are divided into three parts, they are pretest, treatment and post-test

According to Sara Cushing Weigle (2002: 108) stated that the scoring procedure are critical, because the score is ultimately what will be used in making decision and inferences about a writer.

The writer uses multiple choice test in this research. Each consists of 20 items. The teacher asks the students answer the question correctly. The multiple choice is consisted of 5 choices, they are a, b, c, d and e. In scoring the test, the following formula will be used:

$$S = \frac{r}{n} \times 100$$

Arikunto (2006: 168) states "the validity is a measurement which shows the levels of the instrument's validity. An instrument can be said valid if it can measure what is supposed to be measured, validity refers to the extent to which the result of an evaluation procedure serves the particular used for which they were intended".

Arikunto (2006: 178) says that "the reliability shows an instrument that can be trusted used as a tool of collecting the data because it has already well enough". Reliability was one of the characteristics of good test. It refers to the consistency of the measurement. A good instrument will not be tendencies to load the respondents in choosing certain answer. If the data is appropriate to the fact, the result will be the same although it is exercised many times. It means reliability refers to the consistency of the measurement.

The writer will use Kuder Richardson formula 21 because this formula has less weakness compare to the other types, the formula as follows:

$$KR21 = \frac{k}{k-1} \left[ \frac{1 - M(K-M)}{KS_t^2} \right]$$

Where:

K= Number of test item

M= The means of score

$S_t^2$  = The square of standard deviation of the test score

The size of the coefficient of use the formula above can be interpreted by using the criteria product moment correlation ( Arikunto, 2006 : 276) :



- 0.80to 1.00 = The reliability is very high
- 0.60 to 0.80 = The reliability is high
- 0.40 to 0.60 = The reliability is significant
- 0.20 to 0.40 = The reliability is low
- 0.00 to 0.20 = The reliability is very low

In doing the data analysis, the writer follows these procedures:

1. checking the validity and reliability of the data
2. scoring the students 'test
3. tabulating the students' scores
4. counting the student mean using t-test formula. The formula of the t-test is:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{x^2 + y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

- $M_x$  = The mean of group X: the experimental group
- $M_y$  = The mean of group Y: the control group
- $X^2$  = The standard deviation of group X: the experimental group
- $Y^2$  = The standard deviation of group X: the control group
- $N_x$  = The total number of group X: the experimental group
- $N_y$  = The total number of group Y: control group

Procedure of Analyzing the Data: 1) Collecting the data from the scoring of the experimental and control class. 2) Identifying the score of the students who were being treated and who were not 3) Comparing the scores 4) Drawing the conclusion and answer the hypothesis 5) Writing some findings

## DATA ANALYSIS, DISCUSSION, AND FINDINGS

### Data Analysis

The data of the research are the students' answer on questions strategy for reading comprehension. The scores are obtained from the result of pretest and post-test are applied in experimental group and control group. The

experimental group is a group that given the treatment or the group that taught by using Question strategy, while using control group is taught by using conventional method. The two groups are given by the same test, the form of the test is a multiple choice reading test which consist of 20 items to both of experimental and control group. The time given in pretest and post test are 45 minutes. There are 30 students in experimental group and 30 students in control group

Before giving the pretest and post-test, the researcher makes the items test. The items test can be seen as follows;

No	Items test	No	Items test
1	Describing people	11	Synonym
2	Describing people	12	Topic
3	Main idea	13	Describing people
4	Synonym	14	Inference
5	Topic	15	Synonym
6	Topic	16	Describing people
7	Describing place	17	Inference
8	Describing animal	18	Inference
9	Describing animal	19	Logical order
10	Main idea	20	Direct speech

The reliability of the test is needed in the research to look the quality of consistency of the test. So, to find out the reliability, it is needed the students' scores of try out in reading comprehension.

The table below is the students' scores of try out in reading comprehension.

**The Calculation Score of the Reliability Class**

No	Students' Initial Name	Score (X)	Score Square ( X) <sup>2</sup>
1	GA	9	81
2	SS	10	100
3	RF	7	49
4	JS	14	196
5	NS	11	121
6	YH	8	64
7	MI	13	169
8	HM	16	256
9	SP	6	36
10	GS	8	64
11	VS	7	49
12	DK	7	49
13	RA	12	144
14	VS	15	225
15	LS	9	81
16	DH	9	81
17	BS	12	144
18	ML	11	121
19	FI	6	36
20	ZP	5	25
21	PA	9	81
22	SSD	8	64
23	RS	8	64
24	SW	13	169
25	DB	17	289
26	TD	14	196
27	LY	12	144
28	LL	11	121
29	DP	8	64
30	VI	7	49

	<b>Total</b>	<b>303</b>	<b>3305</b>
	<b>Mean</b>	<b>10.1</b>	

### Reliability of the Test

The reliability of the test is needed in the research, to look the quality of consistency of the test. In this study, the reliability of the test was calculated by using the following formula:

$$KR_{21} = \frac{k}{k-1} \left[ \frac{1 - M(K-M)}{KS_t^2} \right]$$

Before calculating the reliability of the test, it must be determined the value of the mean and standard deviation, can be seen in the following:

a. The Mean score of reliability class

$$M = \frac{\sum x}{N}$$

$$M = \frac{303}{30}$$

$$M = 10.1$$

b. Standard Deviation

$$S = \frac{\sum X^2 - \frac{(\sum x)^2}{N}}{N}$$

$$S = \frac{3305 - \frac{(303)^2}{30}}{30}$$

$$S = \frac{3305 - \frac{91809}{30}}{30}$$

$$S = \frac{3305 - 3060.3}{30}$$

$$S = \frac{244.7}{30}$$

$$s = 8.15$$

After the mean and deviation are obtained, the writer calculates the reliability of the test that the researcher uses the researcher determines the value of the reliability of the test is to know the consistency of the test used, whether the consistency of the test is higher or not, and whether the test is

suitable to the students. The value of the reliability of the test can be seen in the following:

$$KR_{21} = \frac{k}{k-1} \left[ \frac{1 - M(K-M)}{KS_t^2} \right]$$

$$KR_{21} = \frac{20}{20-1} \left[ \frac{1 - 10.1(20 - 10.1)}{20(8.15)^2} \right]$$

$$KR_{21} = \frac{20}{19} \left[ \frac{1 - 10.1(9.9)}{20(66.42)} \right]$$

$$KR_{21} = \frac{20}{19} \left[ \frac{1 - 99.99}{1328.4} \right]$$

$$KR_{21} = \frac{20}{19} [1 - 0.075]$$

$$KR_{21} = \frac{20}{19} (0.925)$$

$$KR_{21} = 0.97$$

From the calculation above, it shows that the reliability of the test is 0.97. The reliability of the test is very high, so the test used in this study is reliable

## DISCUSSION

To know the differences between the students in the experimental group and control group, it is used t-test. The calculation of t-test can be seen as in the following below.

### The Scores of Experimental Group

No	Student s' initial Name	Pretest (T1)	Post- Test (T2)	T2- T1 (d)	(d- Mx)	(d - Mx) <sup>2</sup>	Square of Deviation d <sup>2</sup>
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1	GA	60	75	15	-3.66	13.39	225
2	SS	55	75	20	1.34	1.79	400
3	RF	55	80	25	6.34	40.19	625
4	JS	60	75	15	-3.66	13.39	225
5	NS	60	75	15	-3.66	13.39	225
6	YH	60	80	20	1.34	1.79	400
7	MI	60	75	15	-3.66	13.39	225
8	HM	60	75	15	-3.66	13.39	225
9	SP	50	65	15	-3.66	13.39	225
10	GS	45	65	20	1.34	1.79	400
11	VS	45	70	25	6.34	40.19	625
12	DK	45	70	25	6.34	40.19	625
13	RA	40	65	25	6.34	40.19	625
14	VS	55	80	25	6.34	40.19	625
15	LS	45	65	20	1.34	1.79	400
16	DH	40	65	25	6.34	40.19	625
17	BS	60	70	10	-8.66	74.99	100
18	ML	50	70	20	1.34	1.79	400
19	FI	50	70	20	1.34	1.79	400
20	ZP	45	65	20	1.34	1.79	400
21	PA	45	65	20	1.34	1.79	400
22	SSD	60	80	20	1.34	1.79	400
23	RS	60	85	25	6.34	40.19	625
24	SW	60	80	20	1.34	1.79	400
25	DB	60	70	10	-8.66	74.99	100
26	TD	60	80	20	1.34	1.79	400
27	LY	60	75	15	-3.66	13.39	225
28	LL	60	80	20	1.34	1.79	400
29	DP	60	75	15	-3.66	13.39	225
30	VI	55	60	5	-13.66	186.59	25
	<b>Total</b>	<b>1620</b>	<b>2180</b>	<b>560</b>		<b>746.5</b>	<b>11.200</b>
	<b>Mean</b>	<b>53,83</b>	<b>72,66</b>	<b>18,66</b>			

$$Mx = \frac{\sum d}{N}$$

$$= \frac{560}{30}$$

$$= 18.66$$

$$DX^2 = (\sum d^2) - \frac{(\sum d)^2}{N}$$

$$= 11.200 - \frac{(313.600)^2}{30}$$

$$= 11200 - 10453.33$$

$$= 746.67$$

#### The Scores of Control Group

No	Students 'Initial Name	Pret est (T1)	Post- Test (T2)	T2-T1 (d)	(d-My)	$(d - Mx)^2$	Square of Deviation( $d^2$ )
1	DA	40	55	15	1.34	1.79	225
2	EA	40	50	10	-3.66	13.39	100
3	LA	45	55	15	1.34	1.79	225
4	NC	45	55	15	1.34	1.79	225
5	FF	60	50	10	-3.66	13.39	100
6	LS	40	60	20	6.34	40.19	400
7	YB	40	55	15	1.34	1.79	225
8	LM	40	65	25	11.34	128.59	625
9	SL	50	60	10	-3.66	13.39	100
10	NC	55	65	10	-3.66	13.39	100
11	DM	60	65	5	-8.66	74.99	25
12	NA	55	65	10	-3.66	13.39	100
13	EI	50	60	10	-3.66	13.39	100
14	DP	40	60	20	6.34	40.19	400
15	SP	60	60	0	0	0	0

16	AR	50	65	15	1.34	1.79	225
17	WE	40	55	15	1.34	1.79	225
18	LP	40	55	15	1.34	1.79	225
19	CR	40	55	15	1.34	1.79	225
20	SPS	40	60	20	6.34	40.19	400
21	KS	40	50	10	-3.66	13.39	100
22	BY	40	60	20	6.34	40.19	400
23	MS	40	60	20	6.34	40.19	400
24	AN	40	60	20	6.34	40.19	400
25	RL	45	50	5	-8.66	74.99	25
26	AN	40	45	5	-8.66	74.99	25
27	DS	45	70	25	11.34	128.59	625
28	NS	40	45	5	-8.66	74.99	25
29	MP	40	60	20	6.34	40.19	400
30	WA	40	50	10	-3.66	13.39	100
	<b>Total</b>	<b>1340</b>	<b>1720</b>	<b>410</b>		<b>959.91</b>	<b>6950</b>
	<b>Mean</b>	<b>44.6</b>	<b>57.33</b>	<b>13.66</b>			

$$\begin{aligned}
 My &= \frac{\sum d}{N} \\
 &= \frac{410}{30} \\
 &= 13.66
 \end{aligned}$$

$$\begin{aligned}
 Dy^2 &= (\sum d^2) - \frac{(\sum d)^2}{Ny} \\
 &= 6950 - \frac{168100}{30} \\
 &= 6950 - 5603.33 \\
 &= 1346.67
 \end{aligned}$$

From the Data above, it is obtained that:

$$Mx = 18.66$$

$$DX^2 = 746.67$$

$$Nx = 30$$

$$My = 13.66$$

$$Dy^2 = 1346.67$$

$$Ny = 30$$



$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{x^2 + y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{18.66 - 13.66}{\sqrt{\left(\frac{746.67 + 1346.67}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{5}{\sqrt{\left(\frac{2093.34}{58}\right) \left(\frac{2}{30}\right)}}$$

$$t = \frac{5}{\sqrt{(36.09)(0.067)}}$$

$$t = \frac{5}{\sqrt{(2.418)}}$$

$$t = \frac{5}{1.554}$$

$$t = 3.21$$

The result of t- calculation showed that t-observe is 3.21 and the t-observe is bigger than t-table (3.21 > 1.671 : p = 0.05). It means that using question strategy significantly affect on the students' reading comprehension

In testing hypothesis are as follows:  $H_a$  is accepted if the t-observed > t-table. In this study, the calculation of the scores by using t-test for degree of freedom (DF=30+30-2) 58 at the level of significance 0.05 that the value is 1.671 The result of computing the t-test shows that t-observed is higher than t-table as follows:

t-observed > t-table (p=0.05) with DF 58

3.21 > 1.671 (P=0.05) with DF 58

It means that the hypothesis is accepted because the result of t-test describe that there is a positive effect of using question strategy on students' reading comprehension.

## **FINDINGS**

From the calculation result of the t-test in data analysis above, the hypothesis is proved the value of t-observed is higher than t-table they are ( $3.21 > 1.671$ ) at the level of significance alpha 0.05 and the degree of freedom (df)= 58. It can be concluded that the students were taught by using question strategy significantly affects on students' reading comprehension. While, there is no significant improvement for control group who was taught without questions strategy.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

After analysis the data, it is found that:

1. The Question Strategy significantly effects on students' reading comprehension.

the hypothesis is proved the value of t-observed is higher than t-table they are ( $3.21 > 1.671$ ) at the level of significance alpha 0.05 and the degree of freedom (df)= 58

2. This indicates that the alternatives hypothesis  $H_a$  is accepted and  $H_o$  is rejected.

### **Suggestions**

Based on the conclusion above, some suggestions may be advisable for improving the teaching reading skill of English particular, and generally in teaching reading:

1. To the English teacher, to apply question on students 'reading skill so that the students interested in reading.
2. To the students, question strategy on students 'reading comprehension will be useful because it helps them to concentrate to the reading.
3. To readers, applying questions on students' reading comprehension will be useful because it help the reader interested to read a text.

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