

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, writer explains about conclusion and suggestions. On the conclusion the writer concludes the findings of this study that the writer has explained before in the previous chapter. The writer also gives some suggestions to English teachers and the further studies which want to administer similar research like the writer.

5.1. Conclusion

Reading is one of important skill in order to master English. There are many techniques that can be used for teaching reading. However, using good technique for teaching reading might improve students' reading ability better. Thus, the writer conducted this study to compare the effect phonics instruction and whole language instruction on the students' reading accuracy. This study was applied quasi-experimental pretest-posttest non-equivalent control group design.

The writer took three classes out three classes as the subjects in this study by using *Anova: Single Factor* to prove they did not have significantly different in their reading accuracy ability. Then, the writer randomly chose three classes to be pilot group, experimental group and control group. The experimental group was taught using phonics instruction while control group was taught using whole language instruction. Next, the writer tried out the instrument in the pilot group; after the pretest was ready the writer performed

the pretest into both experimental and control group. After that, three times treatments were conducted to experimental and control group and the data collection was closed by giving posttest. The posttest which was given was exactly the same with the pretest given before.

In order to answer the research question of this study whether there is significant difference or not on the reading accuracy of second grade elementary students who are taught phonics instruction and those who are taught whole language instruction. The writer calculated the gain scores both groups (experimental and control group) using computerized *t-Test: Two-Sample Assuming Unequal Variances* with level of significance 0.05.

Then, the writer found that t-stat was 0.490 which was lower than t-critical two-tail (2.014). It can concluded that there is no significant difference on the reading accuracy of second graders who are taught phonics instruction and those who are taught whole language instruction.

5.2. Suggestions

➤ For English Teachers

Although whole language instruction has greater mean score, it is proved that phonics instruction effective improves students' reading accuracy (see **table 4.2 pg 41**). The teachers might use phonics instruction as alternative teaching reading technique, so the teachers have variations technique in teaching reading. The teachers could combine whole language and phonics instruction in their teaching and learning process.

Based on the writer's observation during treatments, phonics instruction or whole language instruction should be combined with any games thus the students will enjoy studying reading.

➤ **For Further Studies**

According to the writer's observation and experience, the first suggestion for the next study was about the time allocation. The writer faced too many gaps between pretest and the first treatments and between the first and second treatment because there were national holidays and teacher's condition so the treatment had to be cancelled. As well as the English subject for second graders in the school only once a week. The students might forget about the materials had given before.

The second suggestion is about the treatments. Because of limited time and teacher's condition the writer only conducted three times treatments and it was not enough especially when dealing with young learners. The teacher will need more time to handle the students. It is better for the further studies to conduct more than three treatments. The further studies could administer the treatments more than three times as the writer had done in this research in order to get valid result.

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