

CHAPTER V

CONCLUSION

5.1 Summary

A problem may appear in teaching reading comprehension at the Junior High School. The students cannot comprehend the reading passage well. This might be because of the uninteresting topic, the technique used by the teacher, or the passages which are too difficult for them.

There are many ways that can be used to overcome the above mentioned problems. To answer these problems are, the writer suggests the teachers use pictures in pre-reading activity. Relevant pictures help students activate their prior knowledge or schematic. The present studies can prove that the reading comprehension scores of the students who were showed pictures in pre-reading activity ✓ than those who were not showed any pictures.

The pictures that can be used in teaching reading comprehension are those which a. Give reality to what might misunderstood verbally by the students, 31) b. Arouse the students' interest and attract the students' attention. 32) Relevant

³¹Kreidler, loc.cit., page.1.

³²Li-shing, loc.cit., page.11.

pictures can arouse the students' curiosity to read. In other words, pictures can motivate students to read reading passages given.

5.2 Suggestions

Based on the results of the study, the writer would like to suggest teachers, especially the Junior High School teachers, to use pictures in teaching reading comprehension.

First, the picture selection should be relevant to the teaching passage to be taught. The pictures can be teacher-made or can be selected books. Second, when pictures are used in teaching reading comprehension, the students are asked to anticipate them before discussing the reading passage. This can be done by giving the student some questions and to be answered orally. Third, the teacher asks them to read the reading passage silently. In discussing the passage, some questions are asked to the students. The teacher asks them to read the reading passage aloud individually. At last, the teacher asks them to answer the questions in written form.

The writer realizes that there are many weaknesses in this study. Due to the limited time the treatments were done four times. The sample subjects were only the second year students. Besides

the instruments used are teacher-made. This study therefore is open to other researchers. Farther studies can be done by:

- 1) Using more standard tests
- 2) Using larger samples: the first, the second, and the third year students of Junior High School, or the Senior High School students.
- 3) Giving longer treatments - in one semester.

BIBLIOGRAPHY

1. Devine, Thomas G., Teaching Study Skills, Massachusetts, Allyn and Bacon Inc., 1981.
2. Donald, Ary, et.al., 1979.
3. Dupuis, Mary M. & Eunice N. Askov, Content Areas Reading : An Individualized Approach, N.J., Englewood Cliffs: Prentice-Hall Inc., 1982.
4. Finocchiaro, Mary, English as a Second Language, New York, Regent Publishing Company, Inc., 1974.
5. Frisby, A.W., Teaching English : Notes and Comments on Teaching English Overseas, ELBS, London, 1957
6. Gerlach, Vernon S./Donald P. Elly, Teaching & Media A Systematic Approach, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
7. Gronlund, Norman E., Constructing Achievement Tests, Third Edition, Prentice-Hall Inc., Englewood Cliffs, 07632, 1982.
8. Gibson, Eleanor J., Learning to Read, Science CXLVIII, May 21, 1965.
9. Hadi, Soetrisno, Methodology Research, jilid III, Gajah Mada, University Press, Yogyakarta, 1974.
10. Kreidler, Carol J., Visual Aids for Teaching English to Speakers of Other Languages, English Teaching Division Information Center Service United States Information Agency, 1968
11. Li-shing, Tang, English Through Pictures, English Teaching Forum, October 1981.



12. Mursinto, Joko & Nyoman Arcana, Pengantar Kuliah Statistik II, Fakultas Ekonomi Universitas Widya Mandala Surabaya, 1986.
13. Nattal, Christine, Teaching Reading Skills in a Foreign Language, London, The Chaucer Press, 1983.
14. Oesman Syafioedin, Ny. Ine Murweni Regina, The Teaching of Structure at The Third Grade of SD Laboratorium IKIP Malang, Nrp. 42761.