

CHAPTER V

CONCLUSION AND SUGGESTION

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In this chapter, the writer presents three main parts, namely, the conclusion, the suggestion for English teachers, and the recommendation for further research.

5.1 Conclusion

How to improve the reading ability is an educational problem which has been with us for a long time. Formal education depends upon the essential skill of reading. We realize that reading as the basic tool of learning in higher education, needs a variety of reading skills. From reading, the students can meet with new ideas and information about a variety of subjects so that the students' knowledge will increase.

However, it is undeniable that second language learners have difficulties in comprehending English texts. Not only do these texts contain unfamiliar concepts, but they also contain unfamiliar vocabulary that make comprehension difficult. The students do not have any ideas what lies ahead when they are reading English texts for the first time.

To overcome this problem, as teachers, we must give motivation and create a

positive attitude in the students' minds toward the text to be read, through prereading activities - a useful way of checking any written materials before you read it. This activity can assist the reader to grasp the essential points of a written passage after a quick appraisal and it provides a systematic approach for gaining the most from your reading in the shortest amount of time. What is needed, therefore, is a technique that will give the students an overview of a written passage, explanations of new or difficult concepts and ideas, and assistance in handling unfamiliar words.

In this study, the writer suggests prereading activities technique, which is considered as a good way of helping students to become generally familiar with the content of a passage and also to get the students interested in what they are reading without having any difficulties with the concepts and the vocabulary of the reading passage.

In fact, there are three kinds of techniques in prereading activities: pictorial context, prequestioning, and vocabulary preteaching. However, in this study, the writer combines pictorial context and prequestioning as one technique compared with vocabulary preteaching as the other technique. The writer would like to see which technique has better effect on the students' reading comprehension. The

writer uses second-year students of SMU DAPENA I, Surabaya as her samples of this study.

Based on the three reading passages given during the treatments and one reading passage for the post test, the data show that there is no significant difference between the two groups; one group with pictorial context + prequestioning as a technique and the other group with vocabulary preteaching as a technique. Thus, both techniques help students understand more about a reading passage.

5.2 Suggestions For Teachers

It is generally recognized that successful language learning depends much on the learner's attitude, motivation, and interest, and that the mastery of a foreign language is achieved through active practice. As teachers, we should begin to modify our approach to the teaching of reading.

From the result of this study and the writer's observation during this experiment, the writer may conclude that both techniques in prereading activities: pictorial context + prequestioning and vocabulary preteaching are good ways to help students to understand more about the reading passage. However, the way to present or apply both techniques should be different. In applying vocabulary preteaching, a reading passage with familiar topic is more suitable. Because of the students have already known or familiar with the reading passage, they only need to know the

definitions of the difficult words to understand more about the reading passage. On the other hand, the combination of both techniques; pictorial context + prequestioning and vocabulary preteaching can be used when the topic of reading passage is unfamiliar. So, beside the students have a picture or a concept of a reading passage, they also have an understanding of difficult words.

Moreover, the writer also suggests that prereading activities can be used more frequently for foreign language learners. These activities might also make reading more interesting and enjoyable.

All in all, the writer hopes that English teachers will apply these techniques, prereading activities techniques: pictorial context, prequestioning, and vocabulary preteaching as an alternative for teaching reading in class.

5.3 Recommendation For Further Research

After completing this study, the writer wants to share the weaknesses she found in this study during her experiments. For the instruments, it would be better if the form of the instruments have more than one type; not only essay type questions but also objective type items so that the results will be more representative.

For the treatments, the writer only gave three treatments for each group. In the writer's opinion, it would be better if the treatments are given more often than in this study, so that the teacher can see the students' improvement after receiving the techniques.

Having these weaknesses, the writer realizes that this study is still far from being perfect. Therefore, the writer hopes that further studies on this topic conducted by other people will give better and more valid results.

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