

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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Following the results of the analyses and the discussion of the findings in the previous chapter, a summary of this study, a suggestion, and areas for further research are presented in this chapter.

#### **5.1. Summary and Conclusions**

The aim of the present study was to determine the effects of the teaching reading using vocabulary prior to reading and vocabulary post-reading on the students' comprehension of the first grade of senior high school. The motivation for this study came from the fact that English program in the senior high school emphasizes more on the reading skill (based on curriculum 1994) and that the first grade of senior high school students still lack of vocabulary which can render their comprehension of the text. Some reading experts state that students' prior knowledge influence their comprehension of the text being read. Hence, pre-teaching vocabulary before the students read the passage is suggested. Based on this notion, the writer employs the vocabulary prior to reading as recommended by Carrel in Silberstein (1987:32).

The study was supported by a linguistic schemata theory. The theory postulates that too many words unfamiliarity can render the readers' comprehension. According to this theory, providing the students (as readers) with the key words before they read the text can help them improve their

comprehension of the text while they are reading. The alternative hypothesis was then put forth: "the teaching of reading using vocabulary prior to reading and the teaching of reading using vocabulary post-reading have a significant difference between the group which was taught using vocabulary prior to reading and the group which was taught using vocabulary post-reading".

A quasi-experiment applying a non-equivalent pre test-post test control group design was employed in this study. The samples were selected at random. The data used in this study was the students' comprehension. They were elicited from 62 students at the first grade of SMUK St. Stanislaus in the academic year of 2003-2004. A comprehension test was used to detect the students' reading comprehension. This test was a multiple choice in nature, having five options with only one correct answer. Seven types of comprehension questions (subject matter, generalization, detail, significance, conclusion, vocabulary, and reference word) were asked in this comprehension test.

The T-test procedure was used to analyze the mean difference of the comprehension obtained by the students taught using vocabulary prior to reading and those taught using vocabulary post-reading.

The results of the statistical data analyses reveal that on the whole, the teaching of reading using vocabulary prior to reading and the teaching of reading using vocabulary post-reading did not give significant different effects on the students' reading comprehension. Further analyses with the seven types of comprehension questions (subject matter, main idea, detail, significance, conclusion, vocabulary, and reference word) indicated that both the teaching of

reading using vocabulary prior to reading and the teaching of reading using vocabulary post-reading could help the students improve their ability in recognizing the subject matter of the text. Nevertheless, the teaching of reading using vocabulary prior to reading gave better effects on the students' ability in identifying the details, conclusion, vocabulary, and reference word of the text. Whereas, the teaching of reading using the vocabulary post-reading could improve the students' ability in answering the main idea and significance questions better than the teaching of reading using vocabulary prior to reading.

Based on the summary and the discussion presented in Chapter IV, the writer concluded that the effects of teaching reading using vocabulary prior to reading and vocabulary post-reading did not differ significantly. This happened probably because of the learning intensity. The students might not intensively conditioned by the teaching of reading using vocabulary prior to reading yet. As a result, they still attempted to adapt the technique which was new for them. Besides that, they also had to adapt to the new teacher, i.e. the writer herself.

## **5.2 Suggestion**

Even though the statistical data analysis showed there was no significant different effect between the teaching reading using vocabulary prior to reading and vocabulary post-reading, there was still a different effect between these two techniques. Therefore, the writer suggested that both vocabulary prior to reading and vocabulary post-reading were implemented in teaching reading to the first grade of senior high school students as long as the teacher was ready to create the

world of reading in the teaching learning process and had anticipated the unfamiliar words which could render the students' comprehension.

### **5.3 Areas for Future Research**

Due to the various reasons, limitations are found in the present study. There are many factors which should have been included, yet could not be covered in the study.

1. This study had given clear insights of the effects of the teaching of reading using vocabulary prior to reading and the teaching of reading using vocabulary post-reading. The present study only took three times of treatments. With this short trainings or treatments, the students probably still adapt the new technique and teacher for them. To get better insights of the students' reading comprehension, a study of the same area recommended to be done. Prolonging the time for the treatment from three into five times is suggested to be carried out in the future.
2. The instrument used to detect the students' reading comprehension in this study was a multiple choice test. This test was used to ensure that different scorers would produce the same mark for the same responses. For the future research, the experimenter suggests asking the open-ended questions type of test to be used to compensate for the weaknesses of the multiple choice test.
3. This study is limited to the vocabulary factor only. As there are still other factors to be accounted for comprehending the text, future research is

suggested to detect the effects of vocabulary and sentence structure explained before and after students reading the passage.

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