CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts: the summary of what has been presented in previous chapter, and the suggestion that may be useful for the English teachers when they want to put this suggested technique into practice.

5.1 Summary and Conclusion

From the discussion in the previous chapter, it is clear that much of the knowledge is gained from books. Most of science and technology books are still written in English. Therefore, the ability to read English texts is very important for the students.

To comprehend English text means knowing the information the writer puts on these texts. A student can not do all these by himself. He should be helped by the teacher to find the main point as well as the details of the reading passage he is reading. Since reading is a communication process, there must be a kind of question answer between the students and the English

texts they are reading. One way of carrying out this type of communication is through students' generated questions about the given texts. Henry (1984:29) said that "Questioning has long been used as a tool for improvement of comprehension. Furthermore, he says that this approach encourages students to see reading as an interactive process that takes place between the reader and the text". Moreover he said that "questioning itself is a skill which must be practiced and refined if it to be any value". He proposes 4 stimuli that can be used by the students to generate their own questions: the first sentence stimulus, thematic stimulus, picture stimulus, and reading text stimulus. Through this technique it is expected that the teacher can help the students comprehend English texts better.

With this technique, students are forced to be active through out the three major steps of a reading class (Pre-reading, Whilst reading and Post Reading). In the Pre-reading step, the students have to answer Pre-reading questions they themselves have made. The questions should be based on the first sentence, the theme of the reading, pictures or any reading text given by the teacher. The students have to answer these questions after the teacher has distributed the actual

reading text to them.

In the Whilst reading step, the students should read the text and study the difficult and new words. Then, the students should find the correct answers to their own questions (made in the Pre-reading step) while reading the whole passage. After that the teacher asks the students only a few questions about the content of the reading passage such as "What is the title of the reading passage?", "What is topic sentence of paragraph 1, 2, 3, etc?" or "What is the passage all about?" etc.

Then in the Post reading step, the students are asked to answer the teacher's questions based on the passage. The questions can be Direct and Indirect Referential Questions, Direct Inferential Questions and or Vocabulary Questions.

5.2 Suggestions

To be able to use this suggested technique successfully it is suggested that the teacher:

1. Use appropriate strategies which go along with the reading topic.

2. Avoid word for word translation for it will distort the students' attention and concentration on the reading as a whole.

3. Device follow-up activities that will help the students internalize and return what they have gained from the reading experience. Besides, the teacher should control the activities of the class, prepare suitable exercises for her students and be prepared to answer the questions that might arise or explain things that the students do not understand. If the teacher has difficulties in explaining something clearly in English, she can use Indonesian if it is necessary.

Since the ideas presented here are quite theoretical, it is expected that other thesis writing students do some experiments to see whether these ideas can work in real teaching or not.

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