CHAPTER V

CONCLUSION AND SUGGESTION

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In this last chapter, the writer presents the conclusion of her study, the suggestion for English reading teachers, and recommendations for further research. Firstly, she would like to state the conclusion of her research. Then, she gives suggestions for English reading teachers based on the results of her research. Finally, the writer also wants to give recommendation for better research in the future.

5.1 Conclusion

Reading as the most important language skill in the teaching of English as a foreign language is a complex activity. It employs many skills and processes to achieve full comprehension of a text. Of the most crucial is the readers' ability to guess the meaning of unknown word from context. This is not only for handling the unknown word in a text, but also for the habit of making inferences while reading which largely contributes to the meaning reconstruction of a text by the readers. In fact, readers have various degrees of guessing ability and reading comprehension skill. Therefore, they may give different interpretations for the same difficult word and have different level of reading comprehension quality.

Believing that a better understanding of the above matter will be advantageous for the improvement of the teaching of reading, the writer designs a correlation research of which the aim is prediction to investigate the relationship between the readers' ability to guess the meaning of unknown word from context and their ability to comprehend a text. She uses the third year students class B in St. Maria senior high school of the year 1999-2000 as the sample of her research. As for the data of her

research, the writer takes the guessing ability test scores and the reading comprehension test scores from her sample to be analyzed statistically. This is to know whether the students' guessing ability and their reading comprehension ability are related to each other and to find the pattern of the relationship. In overall, the statistical calculation results in a correlation coefficient of 0.97880 which indicates a strong and significant relationship between the guessing ability and reading comprehension and the prediction equations of $RC = 0.14459 + 0.96109GA$ and $GA = 0.11956 + 0.99705RC$ which describe the relationship. Besides, the writer also computes the data for the specific pairs of test items in the guessing ability test and the reading comprehension test. Here, the results support the previous findings.

Based on the positive and high correlation coefficient, it is obvious that the students' guessing ability and their reading comprehension ability are related to each other. This explains that the students with good guessing abilities are able to comprehend the reading text better than those whose abilities are lower. On the other hand, the students who can comprehend a reading text well are able to make more accurate guesses of the unknown word meaning than those who cannot.

The students' comprehension of a text is determined by their interpretation of the meanings of the words in it. This interpretation of the word meaning depends on the guessing ability of each student. In dealing with an unfamiliar word, students with excellent guessing skill are attentive and careful in exploring its context. They can make accurate guesses of the unfamiliar word meaning. Being able to selectively choose the appropriate context for gaining information to determine the meaning of a particular unfamiliar word, they do not regard a word meaning based on a superficial understanding. These students keep sampling, confirming and correcting their prediction. They infer actively to understand the implicit meaning and to allow further

thought and meaning reconstruction. With this knowledge, they are able to avoid misinterpretation and comprehend the text precisely. As for the students who give bad performances in the guessing skill, they are careless in understanding the context. They do not think critically but merely follow their false expectation. To these students, context even seem to be confusing and misleading which then lead to the misinterpretation and wrong comprehension of a text.

On the other hand, the students' interpretation of the meaning of a word depend on their reading comprehension skill. Students who have more developed reading habits and problem solving abilities are more self confident in handling unknown words in the text. They make inferences of the meaning of unknown word based on their careful understanding of the particular context and their overall comprehension of a text. They exploit a previously well-developed, general reading aptitude in their attempt to solve the unknown word problem. Whereas the students whose reading comprehension skill are low are unable to use the context to facilitate their guessing. In fact, they are confused and think narrowly. Thus, they may not have good explanations for their guessing. Their general reading aptitudes are certainly not high enough to assist them in coping with the unfamiliar words in the process of reading.

Finally, we come to the realization that the ability to guess unknown word meaning from context and the reading comprehension are closely related to each other. To read well, a reader needs to build a strong guessing ability and in order to have an excellent guessing ability, a reader needs to read a lot. Improving the skill in one, a reader also gains progress in the other skill as well.

5.2 Recommendation for Teachers

Based on these findings, the writer thinks it is necessary to teach the students to guess the unknown word meaning from context. However, she regrets that the vital role of guessing ability in reading comprehension may be slightly neglected. So far, the teaching of reading in Indonesia has mostly focused on translating the reading material in order to answer the reading comprehension questions. The list of difficult words is provided to enable the students to answer the questions given. On another occasion, the reading teacher is willing to give the meaning of the difficult words asked by his / her students. This spoon-feeding method of teaching is certainly not an appropriate support toward achieving the goals of reading itself. Not only will the students be less autonomous, it also worsens their inference ability, which finally will result in a weak overall reading comprehension skill. Taking into account that guessing ability is very important in the reading comprehension process, students actually need to be made aware about the context and how to make intelligent inference from the reading text. It is the English reading teachers' tasks then to introduce their students to the context and to explain to them how to use it to comprehend reading material. They should remind their students that it is best to understand the meaning of a word from its context. The English reading teachers also have to teach their students how to infer unknown word meaning from its context. Nonetheless, there is no better way of improving the students' guessing abilities unless they read a lot. This is because reading allows them to practice and practice to make inferences. In this case, the writer would also like to suggest the use of authentic reading material for the training materials since it greatly stresses the methods of dealing with unknown words encountered during reading.

5.3 Recommendation for Further Research

Here, the writer would like to share her experiences concerning the weaknesses of her research. First, this research investigating the relationship between the ability to guess unknown word meaning from context and the reading comprehension was conducted in a small sample and only used one reading material. Since this is a complex relationship, the writer thinks that it would be better to have a larger sample and use more reading materials for a more valid result.

For the research instrument, the writer only employed written tests to measure the students' guessing ability skill and their reading comprehension. However, it may be good and necessary to use another method, such as thinking aloud as an effort to reveal further the complexity of this relationship.

Investigating the relationship between the students' ability to guess unknown word meaning form context, the writer hopes and believes that her research will be useful in the area of teaching. In fact, there are still a lot more things that can and need to be observed in this topic. Research on them will be a fruitful source for a closer understanding of the problems that students may encounter in reading that are related to their predicting ability and their overall reading comprehension skill and for the improvement of the teaching of reading in general.

Finally, the writer realizes that this research is still far from being perfect. Therefore, with these recommendations, she expects that further research on this topic will have a larger sample and use more reading materials as well as other kinds of research instruments for getting different types of data, and will expand more on other aspects of the relationship between the guessing ability and the reading comprehension.

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