

CHAPTER V

CONCLUSION AND SUGGESTION

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This chapter consists of three parts. The first part presents the summary and conclusions of this study, the second part deals with suggestions, and the third part concerns with the areas for further research.

5.1 Summary and Conclusions

This study aimed to see the effects of vocabulary before reading and question before reading on the students' reading comprehension achievement of the third grade junior high school students. The motivation of this study came from the fact that the majority of the students learning English as a second language may never speak much English but most of them have to read textbooks in English in order to complete their study (Ward, 1982:2).

In addition, the third grade of junior high school students still have some difficulties in reading English, which is caused by their lack of vocabulary mastery. In order to overcome this problem, some reading experts advise that teachers should provide pre-reading activities which directly deal with vocabulary. Therefore, in this study, the writer decided to employ vocabulary before reading, as suggested by Carrell in Silberstein (1987:32).

The writer made this study based on linguistic schema theory. The theory supports the fact that the failure in comprehending the reading text may be caused by their lack of vocabulary rather than background knowledge. The writer then

put the alternative hypothesis as follows: “There is a significant difference between the reading comprehension achievement of the students taught using vocabulary before reading and those taught using question before reading”.

A quasi experimental study was then conducted in this study. As the sample of this study, which consisted of 90 students, the students of SMPK St. Agnes class IIIB and IIIC were chosen. A reading comprehension test was given to detect the sample’s achievement in reading. The test consisted of multiple choice questions, with four options and one correct answer. The comprehension test comprised of detail, vocabulary, reference word, and main idea questions.

The t-test formula was applied in data computation. The aim of the computation was to see the difference of the reading comprehension of the students taught using vocabulary before reading and those taught using question before reading.

The result of t-test indicated that vocabulary before reading brings better effects on the students’ reading comprehension rather than question before reading does. Students who were taught using vocabulary before reading achieved better mean score than those who were taught using question before reading. Further analysis on types of comprehension questions then revealed that vocabulary before reading also brings positive effects on the students’ ability in answering the different types of reading comprehension questions (detail vocabulary, reference word, and main idea).

After considering the discussion presented in Chapter IV and the summary above, a conclusion was drawn that there is a significant difference between the

reading comprehension of the students taught using vocabulary before reading and those taught using question before reading. This happened because students who were taught using vocabulary before reading were more motivated to follow the lessons and they had better preparation for reading the text. As a result, they were able to get better achievement in reading comprehension rather than students who were taught using question before reading.

5.2 Suggestion

The statistical data analysis showed that there was a significant difference between vocabulary before reading and question before reading on the students' reading comprehension achievement, in which vocabulary before reading gave better effect on the students' achievement. Therefore, the writer suggested that vocabulary before reading should be implemented in the teaching reading of the third year junior high school students. Teachers might still use question before reading in the reading activity and combine it with vocabulary before reading, as long as they could manage the time allocation for each activity.

In addition, the writer also suggested that in the English teaching field, the application of pre-reading activities during reading lesson can be maintained and developed.

5.3 Areas for Similar Researches

After all, some limitations were found in this study, which was caused by some reasons. There were many areas that have not been included, yet could not be covered in this study.

1. The treatment intensity in this study was very limited, since there were only three times treatments. It would be better if the future research can prolong the treatments, so that the effect of the vocabulary before reading and question before reading can be proven more reliably.
2. Types of vocabulary before reading implemented in this study was contextual vocabulary, meanwhile there were still many other kinds of activities that can be applied in vocabulary before reading. This might be taken into consideration in conducting future research.
3. Vocabulary before reading had been proven effective to improve the reading comprehension of the third year students of junior high school, but the effect has not been observed for students in higher level, who deal with more complicated reading texts. By conducting a study in higher level, the effect of vocabulary before reading on the students' ability in answering all the types of comprehension questions can also be overlooked.
4. There is another kind of pre-reading activity that has not been covered in this study, which is pictorial context. The future research can explore this activity more. This activity can also be combined with question before reading or vocabulary before reading and the result can be analyzed.

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