CHAPTER V

CONCLUSION AND SUGGESTION

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In this chapter, the writer presents two main parts which consists of the conclusion and the suggestions. In the conclusion part, the writer gives a summary of the main points that have been discussed in the previous chapters. While the suggestions for the English teachers and recommendation for further research are included in the suggestion part.

5.1. Conclusion

Reading as one of the four language skills in teaching English as a foreign language has the biggest portion in the learning teaching activities. The skill of reading in college doesn't only consist of an ability to understand the written text, but it also requires the capabilities to understand the unwritten ideas, to infer the meaning, to judge or to evaluate opinions, and also to solve the stated problem.

However, in fact the writer realizes that most college students who study English as a foreign language ignore the truthfulness of what they read. They just read the passage, try to understand the literal meaning and then accept all the information in text directly. This may not be a problem if the author writes the text based on the real evidence that can be accounted for truth. However, author are humans, they can make mistakes, exaggerate, overgeneralize or sometimes include their influence or emotions in writing a text without considering the truth of what they write.

To overcome this problem, students should be taught in comprehending the text deeply both the written and the unwritten ideas. They should understand or at least know the author's intention and are able to identify the emotional loaded words stated by the author. Thus it is expected that after reading the text, students are able to evaluate or judge the passage whether it is worth reading or not.

In this study, the writer suggests a reading technique namely Critical Reading, which is considered as a good way of helping students to understand a text better. In proving this assumption, two classes of the fifth semester English Department students at Widya Mandala University belonging to the year 1996-1997 are taken as samples of this study. Based on the three reading passages given during the treatment and the post test, the data show that there is a significant difference in the students' reading comprehension achievement between the two classes. The students who are taught using Critical Reading Technique have better reading comprehension achievement than the ones who are taught using Traditional Reading Technique . This happens for Critical Reading Technique helps students more in understanding the author's intention, arguments , ideas, or opinion.

The writer also calculates the effect of Critical Reading Technique on the six questions of Bloom Taxonomy. The results show that for the first and the second types of questions, knowledge question and comprehension question, both Critical Reading Technique and Traditional Reading Technique can improve the students' reading achievement . However in answering the other types of

questions, application, analysis, synthesis, and evaluation question, the results show that Critical Reading Technique can improve the students' reading comprehension achievement better than Traditional Reading. This is because in Critical Reading Technique students have more abilities in analyzing, identifying, predicting, and evaluating ideas rather than the ones in Traditional Reading Technique.

5.2 Suggestions for the Teachers

There are many kinds of reading materials, many learning strategies or many reading techniques we can find in the learning teaching activities. Those three things above are modified and developed continuously to achieve the successful learning. In order to have the best of the students' reading achievement, a teacher however should adjust those three things above to the students' ability themselves. He / she should be able to determine which technique will be used to suit his / her students' ability. For this purpose, the writer suggests the application of Critical Reading Technique in teaching reading for advanced learners. In applying this technique, the writer suggests teachers to present reading texts whose topics are familiar to students. Since students seem to have background knowledge about things that are familiar to them and that enable them to comprehend the passages easily. Besides, the reading texts presented should be the argumentative ones, those are texts that contain arguments, new ideas, more suggestions, or opinions. This is because argumentative texts are more able to arouse one's emotion in responding. While conducting the

experiment, the writer observes that students who are not in the same line with the author can express their own ideas or give comment based on their own point of views. However, students who have the same way of thinking with the author may support or strengthen the author's opinion by giving more reasons or examples. Moreover, the writer suggests that in using this Critical Reading Technique teachers should have capabilities to stimulate, to encourage, and to guide students in responding, giving reasons, stating arguments, etc. For example when the writer asked the opinions of some students about the author's ideas, the students seemed to be in troubles. They were tongue tied and lacked of words, however their faces expressing something. Seeing this, the writer tried to encourage them by asking questions that may arouse their emotion to speak. Little by little, they became brave in stating their position, able to express their ideas clearly and are good enough in giving arguments. In other words, teachers should be sensitive in realizing the students' conditions. They should know when the students need to be helped and how to help them. If the students still can not give appropriate response to the questions asked, the teachers can give them instances, condition them into a certain situation, or ask for the opinions of some students that may attract other students to give response.

Another thing that the writer wants to suggest is that teachers should appreciate and give praise to the students who have stated their opinions. Since this Critical Reading Technique hopes for the students' courage in expressing and evaluating one's ideas, therefore teachers should not let their students down. Although the student's opinion is not appropriate enough to the question asked,

the teacher should appreciate it and try to repeat and clarify the question completed with example (if possible) so that the student will clearly get the question being asked. If the teacher ignores one of the student's answer, this student will feel despised and ashamed. This will discourage that student to state his / her opinion. Moreover, this situation may also discourage other students in class. In this case, the objective of teaching reading using Critical Reading Technique may be difficult to be achieved. Therefore personal opinion or personal point of view should be noticed. Another thing that the write would like to suggest is that this suggested Critical Reading Technique is suited to the advanced learners. A little modification of this technique may be necessary to be done if this technique is going to be applied for beginners or intermediate learners so that successful learning can be achieved.

All in all, the writer hopes that the English teacher who teaches reading especially for advanced learners will apply this technique as an alternative for teaching reading in class. She will be grateful if this study can be a meaningful contribution to the improvement of the teaching of reading in The English Department of Widya Mandala university itself.

5.3 Recommendation for Further Research

After completing this study, the writer also wants to share her experience related to the weaknesses she found in this study. In this study, the effect of the suggested reading technique, Critical Reading, is seen through one kind of instrument (essay type question). It would be better if the effect of Critical

Reading Technique is proved into more than one instrument (for example : essay type items and objective type items) so that the results will support the presented theories more.

For the treatment, it was only given for twice to both of the groups before she gave the post test. It may have given more complete results if the treatments are given more since the students development in behavior and in thinking can be observed more deeply. The teacher may find the changing behavior of each of the students before and after receiving the technique. Nevertheless, for getting this result, the research requires for more treatments and more time.

The population and sample of this study are taken from certain subject who are only a small part of the whole. The reading materials used were some of the other reading materials provided in books. In other words, the population, the sample and the reading materials used in this study are limited to a certain part. Therefore the results can not be generalized to all people or to all kinds of reading materials. Having these weaknesses, the writer realizes that this is still far from being perfect. Therefore she expects for a further research of this study conducted by other people using a better research design, with more treatments, and a wider subject or population for getting more complete and more valid results.

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