Chapter 5

Conclusion and Suggestion

In the last chapter of this thesis, the researcher presents the conclusion of this study and suggestion. The conclusion is about the summary of this study which is based on the research findings and the discussion of the findings. Meanwhile, the suggestion is about the recommendation which refers to the research findings, the discussion of the findings, and the conclusion of this study.

Conclusion

This present study was conducted based on the fact that most of the teachers ignored the importance of providing the interesting technique in teaching Reading course. In fact, teaching reading is not an easy thing; many students feel bored in Reading class because the teacher do not provide an interesting technique to motivate and attract the students' interest in reading. Whereas, comprehending the content of the text is a consequence of having interest in reading. Focusing on

the pre-reading stage, the researcher intended to investigate the effect of mind mapping and pre-questioning on the students' reading comprehension achievement generally and specifically analyzed the effect of mind mapping and pre-questioning on the students' reading comprehension levels. As the comparator of mind mapping, the researcher implemented pre-questioning to the control group.

To investigate the effect of mind mapping and pre-questioning on the students' reading comprehension, the researcher formulated five research questions. The first research question was to investigate whether there was a significant difference between the students who received mind mapping and those who received pre-questioning in their reading comprehension achievement or not and the second, third, fourth, and fifth research questions were to analyze whether there was a significant difference between the students who received mind mapping and those who received pre-questioning in their reading comprehension levels or not.

To answer those research questions, the researcher formulated five alternative hypotheses: (1) there was a significant difference between the students who received mind mapping and pre-questioning in their reading comprehension achievement, (2) there was a significant difference between

the students who received mind mapping and pre-questioning in their literal comprehension level, (3) there was a significant difference between the students who received mind mapping and pre-questioning in their inferential comprehension level, (4) there was a significant difference between the students who received mind mapping and pre-questioning in their evaluation level, (5) there was a significant difference between the students who received mind mapping and pre-questioning in their appreciation level.

The equivalence of the students' reading comprehension ability before the treatment was implemented firstly checked. The researcher used Independent Sample T-test to test the equivalence of the students' reading comprehension ability. She then continued testing the first research question hypothesis using Independent Sample T-test and the second until the fifth using Manova.

T-test for independent sample which was applied to the pretest scores of both groups indicated that the students of both the experimental group and the control group had the same reading comprehension ability before the treatment was implemented. In the experimental group, the students were given mind mapping as the treatment, while in the control group the students were given pre-questioning as the treatment.

After the treatment was implemented, there was no a significant difference between the students who received mind mapping and those who received pre-questioning in their reading comprehension achievement. It indicated that the students who received mind mapping did not comprehend better than those who received pre-questioning. However, both mind mapping and pre-questioning can be used as an alternative technique to improve the students' reading comprehension achievement because there was a slight improvement on the mean scores of both groups' pretest and posttest.

The mean score of the control group was better than the mean score of the experimental group. Even though the difference of those two group's mean score was not significant, it can be concluded that the students who received pre-questioning (control group) outperformed slightly compared with those who received mind mapping (Experimental group). It happened because of some possible factors. First, the students' reading comprehension ability in the control group was 2.77 higher than those in the experimental group prior to the treatment. Second, the students in the experimental group were probably less familiar with the story of "The Legend of Tangkuban Perahu." Third, it might be related to the students'

lack of vocabulary mastery. Based on the information from the teacher who was involved in this study, the students in the control group had English proficiency or vocabulary mastery better than those in the experimental group.

The Manova test used to test the second research question hypothesis. The result revealed that there was no a significant difference between the students who received mind mapping and those who received pre-questioning in their literal comprehension level. Both mind mapping and pre-questioning can help the students to get the information explicitly stated in the text since they had related background knowledge. Thus, they can comprehend the content of text from their background knowledge.

The Manova test used to test the third research question hypothesis. The result revealed that there was a significant difference between the students who received mind mapping and those who received pre-questioning in their inferential comprehension level. The students who received pre-questioning performed better than those who received mind mapping. It happened because by answering pre-questioning from the teacher, the students can take the main point of the text and predict what will be faced by them in reading text so they can find inferential meaning from the text. This might be

due to the mean score of the pretest in the control group was higher than the mean score of the pretest in the experimental group. Another reason can be related to the students' vocabulary mastery because pre-questioning provided by the teacher involves many words list hence it enriches students' vocabulary.

The result of the fourth hypothesis testing revealed that there was no a significant difference between the students who received mind mapping and those who received pre-questioning in their evaluation level. Both mind-mapping and pre-questioning can help the students to make an evaluative judgment of some aspects in the text.

The result of the fifth hypothesis testing revealed that there was no a significant difference between the students who received mind mapping and those who received pre-questioning in their appreciation level. Both mind-mapping and pre-questioning can help the students to involve their emotional response to plot and reactions to the author's use of language

Suggestion

Concluding the result of this study, the researcher finally could give some suggestion and recommendation. The

researcher would like to present not only suggestion for students and teachers but also recommendation for further study.

For the students, the researcher would like to suggest that they activate their background knowledge related to the topic being discussed; they should recall their memory about what they have known about the topic. In addition, to get a better reading comprehension the students should improve not only their ability in mastering vocabulary but also their ability in activating background knowledge related to the topic being discussed.

For the teacher, the researcher would like to suggest her or him to consider the importance of providing an interesting technique which can motivate and attract the students' interest in reading because comprehending the content of the text is a consequence of having interest in reading the text. As a teacher, she or he should help her or his students to get a better reading comprehension. Therefore, mind mapping and pre-questioning can be used as an alternative technique to activate the students' background knowledge of the topic being discussed and help the students in comprehend the text they read. However, the teacher should also teach about word recognition or vocabulary. Activating background knowledge

cannot be provided to the students separately, it should also be supported by not only knowledge of the world (content schemata) but also knowledge of language (formal schemata) such teaching vocabulary.

Although it can be said that the researcher has already been successful in conducting this present study, there are still some flaws found in this study. First, this study involved only fewer than 30 students for each group. Therefore, the researcher would like to recommend for future researchers to replicate their study with bigger sample of students so that they can probably have a better result.

Second, she did not have longer time to conduct this experimental study. She could merely implement the treatment three times. If the researcher implemented the treatment more than three times, she might have got a better result for her study. Therefore, the researcher recommends the future researchers to implement the treatment as many as they can. Future studies are expected to give better contribution to the students and the teachers as well.

Bibliography

Ajideh, P. (2003). Schema theory-based pre-reading tasks: A neglected essential in the ESL reading class. *The Reading Matrix. 3*(11*)*, 1-14. Retrieved from http://www.readingmatrix.com/articles/ajideh/article.pdf

Ajideh, P. (2006). Schema-theory based considerations on pre-reading activities in ESP textbooks. *The Asian EFL Journal.16*(1). 1-19. Retrieved from http://asian-efl-journal.com/November_2006_Vol16_Art2.pdf

Alemi, M., &Ebadi, S. (2010).The effects of pre-reading activities on ESP reading comprehension.*Journal of Language Teaching and Research, 1*(5), 569-577. Retrieved from http://www.academia.edu/277588/The_Effects_of_Pre-reading_Activities_on_ESP_Reading_Comprehension

Al Faki, I.M., &Siddiek, A.G. (2013).The role of background knowledge in enhancing reading comprehension.*World Journal of English Language.3*(4). 42-66. Retrieved from file:///C:/Users/w7/Downloads/3736-12313-1-PB.pdf

Andanty, F. D. (2006).*Reading strategies used by second grade high school students of SMA Negeri 1 Surabaya*. (Unpublished graduate thesis).Widya Mandala Chatolic University, Surabaya, Indonesia.

Anderson, et. al. (1985).*Definition of reading and word identification*. Retrieved from http://www.eduplace.com/rdg/res/teach/def.html

Anderson, R. C., & Pearson, P. D. (1984). *A schematic-theoretic view of basic process in reading.* New York: Longman.

Antoni, N. (2010). Exploring EFL teachers' strategies in teaching reading comprehension. *Jurnal Penelitian Pendidikan* , *11*(2), 39-51. Retrieved from http://jurnal.upi.edu/file/5-Nurman_Antoni.pdf

Arifin, Z. (2008). *Metodologi penelitian pendidikan*. Surabaya: LenteraCendikia.

Arikunto, S. (1998). *Prosedur penelitian suatu pendekatan praktek: Edisirevisi IV*. Jakarta: RinekaCipta.

Ary, D., et. al. (2010). Introduction to research in education. United States: Wadsworth Cengage Learning.

Bowen, B. M. (1982). *Look here! Visual aids in language teaching*. London: Macmillan.

Brown, H. Douglas. 2001. *Teaching by Principles*. San Francisco: Addison Wesley Longman, Inc.

Brown, H. D. (2004). *Language assessment*. USA: Longman.

Carrasquillo, A.L., & Rodriguez, V. (2002).*Language minority students in the mainstream classroom (2nd edition)*. Bristol, UK: Multilingual Matters.

Carrell, P. L., Devine, J., &Eskey, D. E. (1988). *Interactive approaches to second language reading.* Cambridge: Cambridge University Press.

Carrell, P. L., &Eisterhold, J. C. (1983).Schema theory and ESL reading pedagogy.*TESOL Quarterly, 17*(4), 553-573. Retrieved from http://theliteracywiki.wikispaces.com/file/view/Schema_theory_and_ESL_reading_pedagogy.pdf/378146820/Schema_theory_and_ESL_reading_pedagogy.pdf

Celce-Murcia,& Marianne. (1991). *Teaching English as a second or foreign language*. Massachusetts: Heinle&Heinle publishers.

Celce-Murcia, M. & Olshtain, E. (2000). *Discourse and context in language teaching.* Cambridge: Cambridge University Press.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. USA: Routledge.

Day, R. R. & Park, J. S. (2005). Developing reading comprehension questions. *Reading in a Foreign Language, 17*(1). 60-73. Retrieved from http://nflrc.hawaii.edu/rfl/april2005/day/day.pdf

Dewi, R. A., Sutarsyah, C., & Hasan, B. (2013). The effect of using pre-questioning on students' reading comprehension achievement. *Jurnal FKIP Unila.* 2(8). 1-11. Retrieved from http://jurnal.fkip.unila.ac.id/index.php/123/article/view/1477/1333

Emilia, E. (2011). *Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru.* Bandung: Rizqi Press.

Fisher, D & Frey, N. (2009). Background knowledge: The overlooked factor in reading comprehension: Mc Graw Hill Education. Retrieved from http://siopformisd.pbworks.com/w/file/fetch/80441810/background%20knowledge%20overlooked%20factor%20in%20reading%20comprehension.pdf

Fitrawati. (2009). Improving senior high school students' reading comprehension though redaing strategies derived from genre based approach. *Jurnal Bahasa dan Seni, 10*(2), 89-99. Retrieved from file:///C:/Users/w7/Downloads/60-214-1-PB%20(3).pdf

Grace, E., Sudarwati, Th. M., &Muryati, S. (2008). *Siap UN bahasa Inggris SMA*. Jakarta: Erlangga.

Greta, R. (2004). *The effect of mozart classical music as a learning background on the English achievement of the fifth year elementary students*. (Unpublished graduate thesis).Widya Mandala Catholic University, Surabaya, Indonesia.

Harmer, J. 1985. *The practice of English language teaching*. New York: Longman, Inc.

Harris, J. A. (1965). *Effective teaching of reading*. New York: David mc Kay Company, Inc.

Hasan, M. I. (2002). *Pokok-pokok materi metodologi penelitian.* Jakarta: Ghalia Indonesia.

Hedge, T. (2000). *Teaching and learning in the language classroom*. New York: Oxford University Press.

Hodijah, S. (2012). Teaching reading using pre-questioning technique at the second grade students of SMPN 1 Cihampelas Kab. Bandung barat. Cited from http://publikasi.stkipsiliwangi.ac.id/files/2012/09/08220183-Siti-Hodijah.pdf

Hung, C. M. (1990). The effects of pre-reading instruction on the comprehension of text by ESL readers. *The English Teacher.* 19. Retrieved from http://www.melta.org.my/ET/1990/main9.html

Indrayani, S. A. (2014). The effectiveness of using mind maping in improving students' reading comprehension of narrative text. Retrieved from http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24484/1/Skripsi%20Sheira%20Ayu%20Indrayani%20Watermark.pdf

Kalina, A. P. R. (2011). *Using the summarizing technique to improve the reading comprehension of the eleventh grade students of SMK PGRI 1 Surabaya.* (Unpublished under graduate thesis). PGRI AdiBuana Surabaya University.

Laila, N. H. (2009). *Improving students' reading abilityby using printed mass media.* Retrieved from http://eprints.uns.ac.id/3929/1/02807200909411.pdf

Lindsay, C., & Knight, P. (2006). *Learning and teaching English: A course for teachers.* New York: Oxford University press.

Malekzadeh, B., Bayat, A. (2015). The effect of mind mapping strategy on comprehending implicit information in EFL reading texts. IInternational Journal Educational Investigation. 2(3). 81-90. Retrieved from http://www.ijeionline.com/attachments/article/40/IJEIonline_Vol.2_No.3_2015-3-09.pdf

McMillan, J. H. (2008). *Educational research: Fundamentals for the consumer* (5ᵗʰ ed.). United States of America: Pearson Education, Inc.

Medina, S. L. (2008). A guide to teaching reading explained using a lesson about coffee. *The Internet TESL Journal*. *14*(6). Retrieved from http://iteslj.org/Techniques/Medina-Coffee.html

Mihara, K. (2011). Effects of pre-reading strategies on EFL/ESL reading comprehension. *TESL Canada Journal/Revue DU Canada.28*(2). 51-73. Retrieved from http://files.eric.ed.gov/fulltext/EJ935410.pdf

Mustaghfiroh, A. (2013). The effectiveness of using pre-questioning technique to enhance reading narrative text comprehension of the second grade students at SMPN 1 Banyubiru in academic year 2013/2014. Retrieved from http://eprints.iainsalatiga.ac.id/293/1/THE%20EFFECTIVENESS%20OF%20USING%20PRE-QUESTIONING%20TECHNIQUE%20TO%20ENHANCE%20-%20STAIN%20SALATIGA.pdf

Myers, S. S, & Harris, L. B. (2004). *Teachers' guide manual for formulation reading comprehension questions*. Retrieved from www.expanding-educational-horizons.com

Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill

Nuttall, C. (2005). *Teaching reading skills in a foreign language.* Oxford: Macmillan.

Pettit, N. T & Cockriel, I. W. (1974). A factor study of the literal comprehension test and the inferential comprehension test. *Journal of Literacy Research. 6*(1). 63-75. Retrieved from http://jlr.sagepub.com/content/6/1/63

Rizqiya, R. S. (2013). The use of mind mapping in teaching reading comprehension. *ELTIN Journal. I*(1), 32-43. Retrieved from http://download.portalgaruda.org/article.php?article=26808 3&val=7095&title=THE%20USE%20OF%20MIND%2 0MAPPING%20IN%20TEACHING%20READING%20 COMPREHENSION

Ruddell, M. R. (2007). *Teaching content reading and writing*. USA: John Wiley & Sons, Inc.

Salmi, M. (2011).*Schemata (background knowledge) and reading comprehension for EFL students*. Retrieved from http://www.upublish.info/rssauthor/130569.xml

Santiago, H. C. (2011). Visual mapping to enhance learning and critical thinking skills. *Optometric Education. 36* (3). 125-139. Retrieved from http://journal.opted.org/articles/Volume_36_Number_3 _VisualMapping.pdf

Siriphanich, P. & Laohawiriyanon, C. (2010). Using mind mapping technique to improve reading comprehension ability of Thai EFL university students. *The 2ⁿᵈ International Conference on Humanities and Social Sciences.* Retrieved from http://tar.thailis.or.th/bitstream/123456789/892/1/001.pdf

Snow, C. E. (2002). *Reading for understanding: Toward an R&D program in reading comprehension.* Pittsburgh: RAND. Retrieved from http://www.rand.org/content/dam/rand/pubs/monograph_reports/2005/MR1465.pdf

Stott, Nigel. (2001). Helping ESL students become better readers: Schema theory applications and limitations. *The Internet TESL Journal.7*(11). Retrieved from http://iteslj.org/Articles/Stott-Schema.html

Sukardi.(2003). *Metodologi penelitian pendidikan*. Jakarta: BumiAksara.

Tamah, S.M. (2000). *The effect of in-class proofreading on students' composition.*(Unpublished Master thesis).Surabaya State University, Surabaya, Indonesia.

Tavassoli, A., Jahandar, S., & Khodabandehlou, M. (2013. The effect of pictorial contexts on reading comprehension of Iranian high school students: A comparison between pre- vs. during reading activities. *Indian Journal of Fundamental and Applied Life Sciences.3*(3), 553-565. Retrieved from http://www.cibtech.org/J%20LIFE%20SCIENCES/PUBLICATIONS/2013/Vol_3_No_3/JLS...68-064...AMIN...THE...%20ACTIVITIES.pdf

Thongyon, P., &Chiramanee, T. (2011).The effects of pre-reading activities on reading comprehension ability.*Proceedings-Teaching Technique:The Third International Conference on Humanities and Social Sciences*. Faculty of Liberal Arts, Prince of Songkla University. Retrieved from http://fs.libarts.psu.ac.th/research/conference/Proceedings 3/article/3pdf/003.pdf

Tjandra, E. (2004). *The effects of cognitive learning styles on the reading ability of the English department students*.(Unpublished graduate thesis). Widya Mandala Catholic University, Surabaya, Indonesia.

Tuckman, B. W. (1978). *Conducting educational research (Second edition)*. United States of America: Harcourt Brace Jovanovich.

Wahyuni, S., & Ibrahim, S.(2012).*Asesmen pembelajaran bahasa*. Bandung: PT Refika Aditama.

Wanti, A., Johan, A. G., & Mahripah, S. (2013). The effect of using mind mapping on the reading comprehension ability of grade eight students at SMP negeri 9 Yogyakarta in the academic year of 2012/2013. *English Language Teaching Journal*. 2 (4). Retrieved from http://journal.student.uny.ac.id/jurnal/artikel/5493/11/591

Wixon, Peters, Weber &Roeber. (1987). *Definition of reading and word identification*. Retrieved from http://www.eduplace.com/rdg/res/teach/def.html

Xiao-hui, L., Jun, W., & Wei-hua,W. (2007). Analysis of schema theory and its influence on reading.*US-China Foreign Language. 5(*11). 18-21. Retrieved form http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.121.6055&rep=rep1&type=pdf

Yusuf, H. O. (2011). The effect of pre-reading activities on students' performance in reading comprehension in senior secondary schools. *Educational Research.2*(9*)*, 1451-1455. Retrieved from http://www.interesjournals.org/full-articles/the-effect-of-pre-reading-activities-on-students-performance-in-reading-comprehension-in-senior-secondary-schools.pdf?view=inline