

# ***CHAPTER V***

## ***CONCLUSION***

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This chapter consists of two parts. The first part is the conclusion. It sums up the main points have been discussed in the previous chapters and the other part concerns with some suggestions for English teachers, especially the ones who teach reading comprehension.

#### 5.1 Conclusion

This study was dedicated to find out whether there is a significant effect on the students' reading comprehension when they are given familiar and unfamiliar reading topics. In order to get the data, the writer takes the third year students of IPA program and IPS program of SMU Kristen Petra III Surabaya in academic year 1997-1998. And this study was only limited to the two passages, the first topic is *Electricity* and the second one is *Banking*. The students were given the two passages test (familiar and unfamiliar passages). Based on the result of questionnaires, IPA students were considered to be familiar to the *Electricity* passage and unfamiliar to the *Banking* passage. On the other hand, the IPS students are considered to be familiar to the *Banking* passage and unfamiliar to the *Electricity* passage. Then, the students' comprehension was tested in the form of essay test which consists of eight items.

The statistical analysis used in this study is the analysis of variance or ANOVA. The calculation results shows that there is a significant effect on the students' reading comprehension when they are given familiar and unfamiliar reading topics. It means that the students' score on the reading comprehension test will be higher when they are familiar to the reading topics. On the other hand, the students' results on reading comprehension test will be lower when they are unfamiliar to the reading topics.

This study also told us that in order to comprehend scientific passage the reader should be familiar to the topic. It means that there should be enough background knowledge about the topic. Without sufficient background knowledge the readers will suffer in comprehending the passage. As a result their scores will be lower. This happens also to the to the IPS students when they face to the "Electricity" passage, they could not answer the questions well since they are unfamiliar to the topic. They have not a related background knowledge about this topic.

However, IPA students who were firstly assumed to be unfamiliar to the "Banking" passage can still get almost similar scores to the IPS students' scores. They got more or less the same scores as the IPS students. This might happened because IPA students have already familiar with the topic. They had already had the knowledge about Banking from the society since in the society, the topic about Banking is often discussed. Although the IPA students could get almost the same scores with the IPS students, the scores were not as high as the familiar one, the "Electricity" passage.

## 5.2 Suggestions

This study has proved that the familiarity of reading topics determines the students' comprehension in reading the passage.

Realizing this fact, the writer would like to give some suggestions which concern closely to the two treatments used in this study, namely familiar and unfamiliar reading topics.

As the use of familiar reading topics can help the students to comprehend the passage better, so it is suggested by firstly knowing the students' background knowledge, then providing them with appropriate reading passages before the teacher administers the reading comprehension task. By implementing this method, the students can push himself or herself ahead to read more easily because of the supporting knowledge he or she has. In other words, By having the supporting knowledge, it can help the students in comprehending the passage by relating it to the new information in the passage.

Suppose the teacher has to give a completely unfamiliar topic to the students, the teacher should be a good content teacher. It means that the teacher should have had enough background knowledge about the topic first, so that she or he can help the students to activate their appropriate knowledge about the topic because "new information, new ideas, new concepts can have meaning only when they can be related to something the individual already knows" (Carrell, 1983:553). When the teacher does not get enough knowledge about the passage, it will be very hard for him or her to help the students to understand the passage. It

will take time and of course it will waste the time.

Conversely, if the students are familiar to the passage, the teacher does not need to spend a lot of time because the students have already had the knowledge about it.

The writer also hopes that in selecting the reading passages, the teacher should consider the level of difficulty. The chosen reading passages should not be too complicated, so that the students can comprehend the passage easier.

Moreover, the writer would also like to give some suggestions to other researchers. Realizing that this thesis is still far from being perfect, especially having only two topics in order to measure students' comprehension achievement towards familiar and unfamiliar reading topics, the writer hopes that further study could be conducted using more topics with wider subjects or population in order to get more complete and more valid results. Also, the further study should consider about the degree of familiarity of the result of the questionnaire. If the degree of familiarity showed in the result of questionnaires are less than 70%, they do not be taken as the familiar topic. If the result is less than 70%, it means that the topics are not too familiar and are not too unfamiliar.

## *BIBLIOGRAPHY*