CHAPTER V

CONCLUSION AND SUGGESTION

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In this chapter, the writer would like to present the summary and suggestions of the study that she has suggested.

5.1 CONCLUSION

Reading is an important skill to academic studies, professional success, and personal development. Having reading, students can get many kinds of informations. Reading also helps the students to increase their vocabulary.

The purpose of suggesting this study is to activate students' prior knowledge for reading through previewing and webbing. Some researchers have found that background knowledge of the reader is very important in the process of reading comprehension. The comprehension itself involves the matching of what the reader is already known about the text to a new message. The more knowledge that the reader can acquire from the text, the better and the faster he can read about it.

Students are not used to comprehending reading text using their prior knowledge. They do not associate the text with their experience. They are used to

discussing the vocabulary and to answering the comprehension questions of the reading passage with the teacher. This is proved to the facts that there are still many SMA students who have difficulties in reading. The cause of this difficulties is that the vocabulary of the reading passage is too difficult for them. It makes the students lazy to comprehend the passage. The second is they are unable to understand their textbook well although they have studied english for three years.

Considering the fact that there are many SMA students who have difficulties in reading, teachers need to activate students' prior knowledge. If they lack prior information they will get confused as a result they will not understand about what they are reading. Therefore, the students' prior knowledge is very much needed in reading. If they have relevant background information, it may be easy for them to detect the logical organization of the text being read.

Previewing and webbing are strategies to activate the students' prior knowledge. Previewing is to help students organize their prior information and develop expectations about what they are going to read. When students preview a reading selection, they do not begin to read it, but rather scan each page, looking at illustrations, and text features such as boldface points and headings.

Webbing is also used to help students activate their prior knowledge. Webbing is a simple way to help students begin to recall prior information and form relationships. Webbing exercise serve to help students remember old information related to reading and to form expectations about what they will read.

5.2 SUGGESTIONS FOR TEACHERS OF ENGLISH AND THE LEARNERS

Considering the importance of prior knowledge or background knowledge of the reader in understanding reading passages, the writer would like to give suggestions as follow.

First, the teachers of English should train the students to know the purposes of their reading. They should know what they really want to find in their reading. They should also be supported to state their own reading purposes. Besides, the teacher should train them to anticipate the title, to predict what follows based on the text read, and to generate their own questions before they start reading a given text may help them to have a competence in stating reading purposes.

Second, the teachers of English should give the students a wide variety of authentic reading purposes which bring the use of different reading strategies. In

order that students become competent in all comprehension level, those purposes should equally treated.

Third, the teachers of English should train the student to use exact reading strategies for different reading purposes. They should be trained to scan to find specific facts, to read critically to evaluate the writer's intended message.

Fourth, the teachers of English should provide students with a wide variety of texts, texts that explain, give directions, describe, state the writer's own feeling, and the texts that tell stories. The aim is that the students will be accustomed to the reading texts with structures variety and develop their expectations about how the passages will be interpreted. By understanding text structure, the students will be curious of the texts to be read, so it can help them to follow what is going on and predict what is going on next.

Finally, teachers should know the students' need. The teachers should give passages relevant to the program that the students take. For example, the students who take A1 program are given the passage about Galileo Galilei, for those who take A2 program are given the passage about Botany, and for those who take A3 program are given the passages about National heroes, population, and so on.

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